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ABSTRACT

Developed by teachers who had been trained in the teaching of the writing process, this curriculum guide is designed to help teachers gain the skills necessary for effective writing instruction. The seven sections of the guide provide the following information: (1) the basic assumptions and guidelines of the curriculum; (2) an explanation of the various stages of the writing process; (3) a discussion of the expressive forms of writing; (4) lesson plans for grade one through twelve; (5) descriptions of writing activities that are designed to be completed in one day; (6) an explanation of holistic evaluation of writing, with sample student papers; and (7) a summary of some of the important research concerning the writing process. (FL)

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NESHAMINY SCHOOL DISTRICT

WRITING TO BE READ

A Curriculum for Teaching the Writing Process

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An ESEA Title IV C Project

CS 206 310

TABLE OF CONTENTS

Preface

A. Assumptions and Guidelines

B. The Writing Process

C. Expressive Writing

D. Short Lessons

E. Grade Level Plans

F. Holistic Evaluation

G. Research

Selected Bibliography

PREFACE

Writing is intended to be read - sometimes only by the writer but usually by others as well. Most of the time we write for a particular audience and for a specific purpose. Our words communicate ideas and feelings. These are simple truths, but ones which are largely forgotten when writing is taught primarily as an exercise in the practice of language and handwriting skills.

The Neshaminy Writing To Be Read curriculum assumes that skills are important as a means to the end of more effective written communication, not as ends in themselves. It assumes that although learning to write well is usually hard work, the process can be made interesting - even exciting - when students realize that someone cares about what it is they have to say. When this happens, students write to be read, rather than merely to practice avoiding error.

Writing To Be Read is an ESEA Title IV C teacher training project designed to develop the skills necessary to teach the writing process. This curriculum guide was developed during a 1980 summer workshop by teachers who had received training in the teaching of the writing process during the 1979-80 school year. These teachers, along with others who did not participate in the summer workshop, comprise the project's Leadership Team, whose task it is to provide similar inservice training for all language arts and English teachers in the Neshaminy District.

The Writing To Be Read Leadership Team greatly appreciates the insights into the writing process provided by the first-year project consultants - Tom Newkirk, Julia Gottesman, Charlie Chew, Gene Stanford, and John O'Donnell. A special thanks goes to Charlie Chew, who returned in the summer to help us launch our workshop. Many of his exciting writing assignments have been incorporated into the curriculum. Charlie's enthusiasm was contagious.

Enthusiasm for the project grew all year, but particularly during the summer workshop, when several participants began sporting tee shirts that read "We're inciting writing" and that had printed on them an enlarged version of the project logo. This commitment to the project's goals was evident in the workshop committees that developed the curriculum material within these covers. All of the writing assignments - both the short lessons and the longer grade level teaching plans - grew out of a careful consideration of the most effective means of translating the Writing To Be Read concept into actual classroom teaching practices.

The writing assignments, along with the material on expressive writing, constitute Neshaminy's writing curriculum as it is to be taught in the classroom. Other sections of this guide include an introductory section, which lays out certain basic assumptions and guidelines; a section devoted to a full explanation of the writing process; a section that explains holistic evaluation with sample student papers, and a final section that summarizes some of the important research in the field.

The Neshaminy School District writing curriculum is intended to grow and develop with experience. Teachers are encouraged to provide ideas for additional writing units by at least partially filling out the blank forms that have been included with the grade level plans for that purpose. Teachers must also inform members of the Leadership Team of the effectiveness of the different lessons so that adjustments can be made where necessary.

Leadership Team members are listed below. Those with asterisks in front of their names participated in the 1980 summer workshop that developed the curriculum materials. Kay MacKenzie provided much needed special assistance in the conducting of the workshop and in the preparation of the curriculum guide.

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A. ASSUMPTIONS AND GUIDELINES

Neshaminy School District

WRITING TO BE READ

THE NESHAMINY WRITING CURRICULUM: ASSUMPTIONS AND GUIDELINES

Any curriculum intended for implementation in the classroom is based on certain assumptions concerning the relationships that exist between the teacher, the learner, and the material to be taught. The Neshaminy writing curriculum is no exception. The assumptions upon which our writing curriculum is based are presented on the following pages. They emerge from what we now know about language learning -- how it develops, how it can be fostered, and how the act of writing is closely interrelated with the other language arts.

Once these assumptions or basic principles become the cornerstones of a writing curriculum, a great deal can be said about what the day-to-day classroom implementation of that curriculum should look like. Therefore, specific guidelines for classroom teaching in Neshaminy classrooms follow immediately our listing of basic assumptions. The guidelines provide a strong framework for the total curriculum. They stand on the foundation that is provided by what research and observation tell us we can assume to be true about the composing process.

Ten Assumptions Upon Which to Base a Writing Curriculum

1. The successful development of writing ability in the schools depends very much on a recognition of the close relationship that exists among all the language arts.
2. Students should learn to write in order to write to learn.
3. Writing skills are most effectively taught in the context of actual writing.
4. Writing is a process as well as a product.
5. Students should write for different purposes and for different audiences.
6. The most effective writers are generally those who are able to use a variety of types and forms of writing.
7. Evaluation of writing should take place during each phase of the writing process -- not just after the final draft has been written.
8. Research tells us that a strictly analytical study of grammar -- that is, of the parts of speech and of different syntactic units, such as phrases, clauses, and sentences -- does not improve writing skills.
9. Occasions for writing range from those that present a great many choices and considerable freedom as to topic, style, and length, to those that involve a highly prescribed set of conditions.
10. Learning to write well is a developmental process that continues throughout the student's schooling and beyond. A writing curriculum should reflect this fact.

Each of these assumptions is developed more fully on the pages that follow.

Assumption 1

The successful development of writing ability in the schools depends very much on a recognition of the class relationship that exists among all the language arts. Reading, speaking, and listening abilities all promote and enhance writing ability, and, in turn, the process of writing initiates and strengthens work in the other language arts. A strong language arts curriculum, therefore, is one that integrates as much as possible all forms of language learning. This is the underlying and most basic assumption of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). Integration means that writing is not viewed as subordinate to reading, for example, but is, in fact, seen as inextricably a part of the total reading process. For as the name of this curriculum project suggests, writing is to be read -- that is its purpose.

Assumption 2

Students should learn to write in order to write to learn. In a very real sense it is in the act of writing that we learn what it is we have to say -- we come to know what it is we know. Writing is not a two-step process in which the writer first figures out exactly what s/he has to say and then puts it into language. Instead, it is an ongoing, single process in which the writer makes or creates meaning as ideas are developed on paper. Besides its daily practical value, then, writing is a powerful medium for strengthening thinking skills and for better understanding ourselves and the world around us. It fosters intelligence and must be seen as part of the learning process, not as something which happens only after learning occurs. Perceived in this way, writing is a complex intellectual skill, rather than simply a collection of grammar rules and usage conventions.

Assumption 3

Writing skills are most effectively taught in the context of actual writing. We learn to write by writing. Revising or correcting sentences in a textbook is not the same as writing and rewriting one's own. Student work must be the basis for instruction. Ways must be found to have students write something of their own (even if only a few sentences) virtually every day, and this need not and should not be limited to their language arts or English class.

Teachers also learn to write -- and learn how to teach writing -- by writing themselves. Teachers should set a model for students by writing with them. By writing on the same subjects as their students, they come to understand many of the problems young writers have and are, therefore, better able to help their students. When the teacher shares his or her writing with students, a "writing to be read" atmosphere is established much more quickly than if the teacher remains aloof from the actual process that everyone else in the class is engaged in.

Assumption 4

Writing is a process as well as a product. In order for students to produce quality products, they must be taught the process involved. More than just putting words on paper, this process includes a prewriting phase, when students think through, talk about, listen to, and make lists of possible ideas for writing; a drafting phase, when the goal is simply to get ideas down on paper without any special regard for organization and mechanics; a revising phase, when changes in content, organization, style and word choice are made; a proofreading phase, when the mechanics of punctuation, capitalization, and usage are checked; and a publishing phase, when someone else (or sometimes just the writer) reads what has been written and responds to it in some way. Each phase is important to successful writing.

Assumption 5

Students should write for different purposes and for different audiences. Some writing -- such as that in journals and diaries -- is mainly private, often to be read and reflected upon by the writer alone. But the majority of what is written is public writing, intended for someone else to read and, usually, to respond to in some way. Both private and public writing serve important purposes, such as to inform, to persuade, and to entertain.

All too often school writing is not genuine communication intended for real audiences. When adults write, they are motivated to do so because they are usually trying to tell someone something he or she does not already know. But when students write in school, motivation is often lacking because they are writing for a teacher who, they feel, knows what they are trying to say better than they do and is mainly concerned with evaluating their attempt to say it. Writing to be evaluated is very different from writing to be read, although in the classroom evaluation must be a part of the writing-to-be-read purpose.

Assumption 6

The most effective writers are generally those who are able to use a variety of writing modes (e.g., expressive, literary, informative, persuasive), and many different forms (e.g., letters, notes, essays, stories, reports, scripts). Therefore, students should have experience with the entire spectrum of written discourse, including considerable practice in using so-called "academic," "practical," and "creative" types of writing.

Assumption 7

Evaluation of writing should take place during each phase of the writing process -- not just after the final draft has been written. Since writing is a very personal activity, praise and appreciation for the good things in student writing should always accompany attention to weaknesses if students are to develop the confidence necessary for continued improvement.

Good writers learn how to assume much of the responsibility for revising and even proofreading their own work. Young writers must learn to do the same, since a teacher will not always be present to point out problem areas and mistakes.

Evaluation should be based on complete pieces of writing and should deal with matters of content, organization, style and word choice, and mechanics. These four areas are important in all types of writing. All original writing is a creative activity that requires discipline and practice. The old school dichotomy between so-called "creative" writing, that depends more on content for its value, and "essay" writing, that is more concerned with mechanics and proper usage, is a false one. Content and mechanics are both important at all times.

Assumption 8

Research tells us that a strictly analytical study of grammar -- that is, of the parts of speech and of different syntactic units, such as phrases, clauses, and sentences -- does not improve writing skills. In fact, if time is taken away from the regular teaching of writing in order to teach grammatical analysis, such study can actually discourage the improvement of writing skills.

Some grammatical terms and labels are useful, however, in discussing revision options with students as they work at improving the structure and style of their sentences. When a few such helpful terms are taught in the context of a writing unit or lesson, their value can be established. Nevertheless, the use of grammatical terms is only one way to talk about certain writing problems; with many problems and with many students it is not the most helpful or effective way to go about it.

Assumption 9

In the world outside the school, occasions for writing range from those that present a great many choices and considerable freedom as to topic, style, and length to those that involve a highly prescribed set of conditions. Some free verse and a diary are examples of the former; a business report for the boss and a Shakespearean sonnet are examples of the latter. Often occasions for writing fall somewhere between the extremes. Students should experience the full range of writing occasions, from those that allow the writer to make all the decisions (open structure) to those that present the writer with a list of expectations to be met (high structure).

Assumption 10

Learning to write well is a developmental process that continues throughout the student's schooling and beyond. A writing curriculum should reflect this fact. Most writing skills are never entirely mastered but are improved, strengthened, refined each year -- actually, each time the student writes something. For this reason, the writing curriculum should be spiral in design, continually returning to the same types and forms of writing so that students may learn to handle them at increasingly complex levels of thought and imagination. Writing is an intellectual skill, with new challenges and possibilities in both content and form emerging as students' mature in their ability to consider different ideas and experiences.

Studies have suggested that the reason some students may make as many punctuation mistakes in the upper grades as in the lower grades is not because they have not learned the rules and conventions governing punctuation, but because (a) in attempting to manipulate more complex sentences and paragraphs they are distracted from correctly handling punctuation that in simpler pieces of writing they would handle with dispatch; and/or (b) the use of longer and more complex pieces of writing increases the amount of punctuation necessary and therefore increases the chance of error. As a result, the skills of punctuation, like skills in the areas of content, organization, and style, must be recalled, reconsidered, and even retaught throughout the grades as new contexts raise new problems and make new demands upon the writer. We do not "master" the topic sentence or the semi-colon once and for all at a particular grade level; we learn how to use them more appropriately and effectively each time we write.

A spiral curriculum does not adhere to the notion that shorter writing tasks should be mastered before longer ones are attempted. While a "must learn to walk before you run" logic might support such an approach, a sentence to paragraph to complete essay sequence fails to recognize the importance of meaningful communication contexts for stimulating successful writing. Complete pieces of writing on subjects that students can relate to and for audiences that will read them will provide the "meaning full" contexts necessary for effectively dealing with such problems as sentence fragments, run-on sentences, and poorly written paragraphs. Isolated sentence exercises, when taught totally apart from real written communication, are not effective in eliminating these problems. This is not to say that such exercises cannot be useful in support of an ongoing "writing to be read" program focus.

Ten Specific Guidelines for the Teaching of Writing in Neshaminy Schools

1. All students are to do some original writing every week.
2. At least once every week all students are to engage in "self-sustained," "expressive," or "free" writing that may or may not be shared with others.
3. Students are to have regular experience in working through the total writing process in order to produce final drafts that are shared with others.
4. Each year students are to produce final drafts for different types and forms of writing, as well as for different purposes and audiences.
5. Each student is to keep a writing folder.
6. As often as possible, writing skills are to be taught in the context of the writing process, with "sentence lifting" serving as one of the teaching procedures.
7. The teaching of analytical grammar is to be subordinate to the teaching of writing.
8. Whenever possible, teachers should write with their students.
9. Evaluation should be ongoing throughout the writing process and should not be confused with grading.
10. Each year students are to have practice with both providing and accepting different degrees of structure for their writing.

Each of these guidelines is developed more fully on the pages that follow.

Ten Specific Guidelines for the Teaching of Writing in Neshaminy Schools

1. Some original writing -- not copying or filling in blanks -- is to be done by every student every week in the language arts or English classroom and, ideally, in other subject area classrooms as well.

2. At least once every week, for five or ten minutes at a time, every student is to do some writing the primary purpose of which is to develop fluency and motivation. Such writing is called "self-sustained," "expressive," or "free" writing. It may remain totally private writing that is not shared with anyone else; that is up to the writer and usually depends on the nature of the subject matter. Journal writing is one of the most popular forms of self-sustained writing, but there are many other possibilities. What they all share in common is the fact that they are engaged in on a routine basis for a short period each time and involve non-stop writing intended to generate a flow of ideas rather than a carefully edited and polished piece of writing.

Teachers must establish a model for this activity by free writing with their students.

This type of writing is to be done in a writing notebook that is kept in the classroom in a secure and private place. The notebook format is important particularly since it allows students to look back over what they have written to discover ideas for future writing and for the insights into their own ideas and feelings that such a retrospect can provide.

Self-sustained writing is not formally evaluated or graded.

3. In addition to self-sustained writing, which does not entail revising or proofreading, all students are to have the experience each year of working through the writing process in order to produce final drafts of written work that are shared with others. Teaching the entire writing process, from prewriting through drafting, revising, proofreading, and publishing, is absolutely essential to the successful teaching of writing. The rest of this curriculum guide presents detailed explanations and examples of how to teach this process.

4. Each year all students are to use the writing process in order to produce products in three modes or types of writing: (a) literary/imaginative, (b) practical/informative, and (c) analytical/persuasive. The literary/imaginative includes such forms as myths, tall tales, poems, short stories, dialogues, autobiographies, and scripts. The practical/informative mode includes letters, notes, summaries, recipes, news articles, directions, instructions, and reports. Analytical/persuasive writing is the language of school essays, problem papers, editorials, letters to the editor, research, advertisements, and promotional brochures.

These three types of writing often blur into each other and overlap. The boundaries of each are not always distinct. A complete writing program for a given year includes all three types, along with self-sustained, expressive writing (see #2 above). This means, of course, that in a given year students will write for different purposes and for different audiences.

5. Each student is to have a writing folder containing all of the writing s/he does during the year except for pieces produced through self-sustained writing. The folder is to include all rough and final

drafts for a particular assignment so that progress made during the writing process can be readily seen. The folders should be used primarily when conferring with students about their writing in order to trace progress made and to spot recurring problem areas. They should also be used each marking period to help make an evaluation of each student's written work. In addition, parents may be shown a student's folder when they confer with the teacher regarding their son or daughter's progress. Principals and the language arts supervisor will also find the folders helpful in judging the effectiveness of the writing curriculum.

6. Writing skills are to be taught in the context of the writing process, particularly at the revising and proofreading stages. Four skill areas are to be considered: content, organization, style and word choice, and mechanics. Procedures for teaching skills in context are presented in detail in this guide; most involve the use of the students' own rough drafts.

Revising and proofreading are to be taught in part by using the "sentence-lifting" procedure. Teachers are to "lift" individual sentences, groups of sentences, or longer passages out of student papers and reproduce them on the chalkboard, an overhead, or a ditto, exactly as they were written. Several of the sentences should contain one or more problems or mistakes; a few should be completely correct. The class then proofreads these sentences, with students suggesting appropriate changes. When this activity is engaged in for 10-15 minutes each day for two or three days during each week that the writing process is being used, over a period of a year significant progress can be made in teaching students how to find and correct their own mistakes and become more sensitive to their own writing problems.

7. The teaching of analytical grammar (not mechanics and usage) is to be subordinate to the teaching of writing. As already stated, some grammatical terms can be helpful in dealing with certain writing problems; they should be taught for this purpose and not as ends in themselves. Since a knowledge of grammar is not a prerequisite for learning how to write, its teaching need not and should not precede the teaching of writing in the curriculum. Students are to write from the very beginning of the year, with grammatical terminology introduced if and when it becomes useful in the revising stage of the writing process.

8. Whenever possible, teachers should write with their students. This should occur regularly during self-sustained writing, and as often as is feasible during other writing activities. Teachers are encouraged to share what they write with their students.

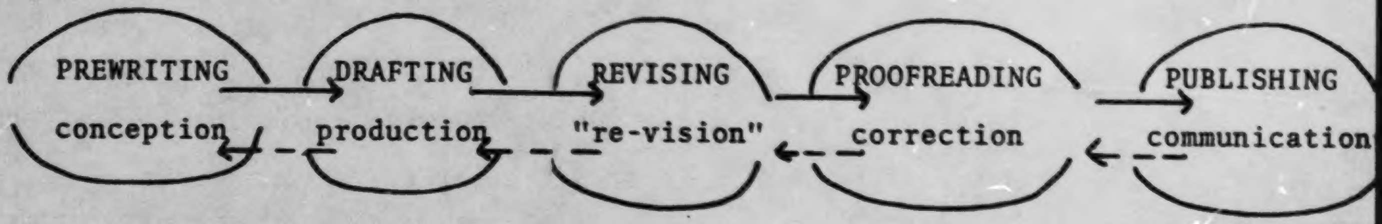
9. Evaluation of written work is to be ongoing throughout the writing process and especially at the revising stage. It should encompass the four skill areas: content, organization, style and work choice, and mechanics. While certain skill areas or skills within areas may be emphasized for a particular writing unit, the manner in which all four areas work together to achieve the writer's purpose should be considered in determining the ultimate worth of a given piece of writing. Overall improvement from the rough draft(s) to the final copy also should be an important part of the evaluation process.

Not all writing has to be or should be graded, but all except most kinds of self-sustained writing should receive the benefit of some evaluation at some point in the process.

10. Each year students are to have practice with writing that ranges from "open" structure, in which they make all the decisions, to "moderate" and "high" structure, in which some or all of the decisions are made for them. The writing units that are presented in this guide represent the different degrees of structure.

B. THE WRITING PROCESS

A MODEL OF THE WRITING PROCESS



I. Prewriting

Spending time in the classroom preparing for the first draft by engaging students in activities like these: thinking, remembering, asking and answering questions, listing, contrasting, reading and taking notes, brainstorming, freewriting, role playing, recording what happens. Eventually arrive at a focus, no matter how simple, for a proposed piece of writing.

II. Drafting

Getting ideas on paper with a minimum of frustration, without worrying about revising and proofreading at this stage. Sharing of drafts with classmates and teacher in order that suggestions for improvement can be made.

III. Revising

Changing openings and endings, adding supportive details, deleting unnecessary parts, moving parts around, varying sentences, using precise words and transitional devices, reparagraphing.

IV. Proofreading

Correcting mistakes in mechanics, such as spelling, punctuation, capitalization, standard usage, and conventional manuscript format.

V. Publishing

Including final drafts in school newspapers, magazines, classroom booklets. Dittoing some papers, reading others aloud, posting a sampling on the bulletin boards, sharing with each other and with other classes.

Important Features of the Model as a Basis for a Writing Curriculum

1. Writing skills are taught functionally in context, rather than apart from writing itself. Skills are taught as a means to the end of more effective communication, not as ends in themselves.
2. What happens before students begin to write (prewriting) is critical to the successful teaching of writing.
3. The first draft is just that -- a draft; editing ("re-visioning") is a critical stage.
4. An important distinction is made between problems of content, organization, and style (revising) and mechanics, usage, and spelling (proofreading). Proofreading assumes importance when the final draft is being prepared for publication and not before.
5. Publishing -- writing for an audience ("writing to be read") -- means that writing is usually shared with others, including, but not limited to, the teacher.
6. Evaluation takes place at each stage of the process -- not just at the publishing stage. The goal is to shift more and more of the responsibility for evaluation onto the student; young writers must learn to do much of their own revising and proofreading. If evaluation is on-going, the amount of teacher evaluation at the end of the process can be reduced.
7. The time spent at each stage of the process varies with the student, the assignment, the purpose, etc. The five stages often blend and flow together, with no clear-cut demarcation between them. They are recursive.

I. PREWRITING

The prewriting stage of the writing process is time devoted to preparing to write. As such, it is concerned with helping students generate and explore ideas, consider options, and do the thinking necessary to begin to frame the paper in their minds. It is an extremely important phase of the total process; without it, student writing is likely to be poorly planned and carelessly handled, with very little of value being communicated.

Prewriting is *not* simply a pleasant or interesting way to introduce the lesson. It is a time to plan content and to consider methods of organizing content. Prewriting activities should be designed to enable students to think through the task ahead: to find something to write about and to consider ways of saying it.

Activities involving list-making and brainstorming are very common prewriting learning experiences. But there are many other possibilities, as the list below indicates:

- listing
- brainstorming
- oral composing
- observing/comparing
  pictures, objects, keepsakes, nature
- questions/answers
- reading stories, newspapers, magazines
- pantomime
- interviewing
- sensory stimuli
- resource people
- written models
- role playing
- simulations, games
- note-taking
- field trips
- discussion
- audio-visual stimuli
  (records, films, filmstrips, transparencies, etc.)

The above activities may involve the entire class, small groups of students, or individual students working on their own. Interaction among students at the prewriting stage is often the best way to help them generate ideas for their writing.

Asking Questions and Making Statements as Prewriting Activities

Once students have had an opportunity to talk about some of their ideas for writing, both the teacher and classmates can respond in ways that will help each student think about his or her ideas more carefully and more thoroughly. The following list of possible questions and statements is designed to help prompt additional thinking about a topic:

Ways of helping your partner think about what he or she is going to write about after it's been talked about.

I. ASK QUESTIONS.

WHO? WHAT? WHEN? WHERE? WHY? HOW?

Examples:

"WHO was the man who...?"

"WHAT happened when you...?"

"WHEN did you go to...?"

"WHERE were you when you...?"

"WHY did you...?"

"HOW did you feel when...?"

II. MAKE STATEMENTS.

Examples:

"I really like the part about..."

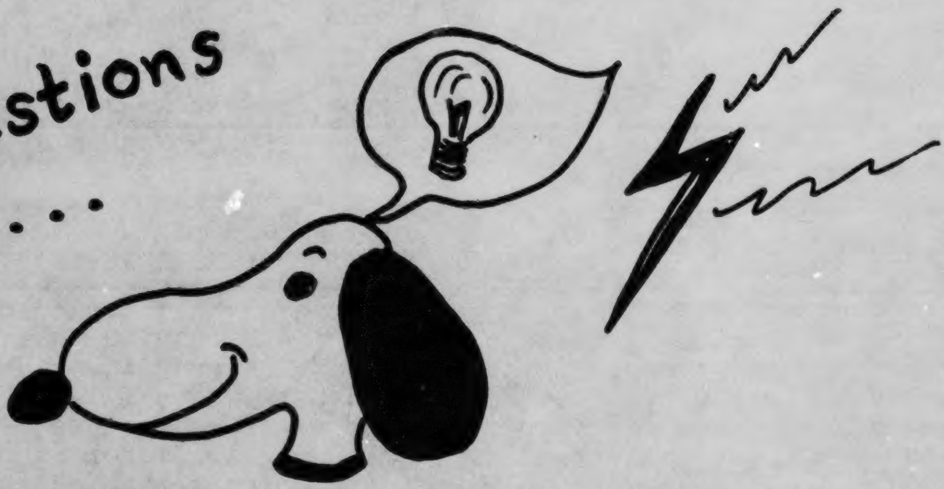
"Tell me more about..."

"I"d like to know more about..."

"I don't understand the part about..."

"You must have been really....(afraid, surprised, happy, angry, etc.)."

Suggestions for...



Brainstorming

1. Accept Everything! Refrain from criticizing or evaluating ideas. They can be censored or revised later.

2. Welcome the Outlandish! New ideas are born only when the freedom to create them exists. Encourage the wild and unusual.

3. Don't Stop Too Soon! Quantity is important, because the greater the number of ideas generated, the more likely is the occurrence of the creative and unique!

4. You Participate,Too! When students are brainstorming, the teacher should contribute, as well. Your addition to the reservoir of ideas can demonstrate divergence and add excitement to the process.

5. Build and Combine With "Old" Ideas! It is valuable to brainstorm ways that existing ideas can be bettered or to gather suggestions for combining two or more ideas into a third idea.

Brainstorming as a Prewriting Activity

Definition:

Brainstorming has been highly publicized, but surprisingly few people have actually experienced it. The aim of a brainstorming session is to produce as many ideas as possible in a short period of time. A topic for inquiry is selected - "How can one build a better typewriter?" - and the participants suggest as many ideas as they can, building, borrowing, stealing each other's ideas freely. No criticism or evaluation is permitted; the aim of the group is idea production, not evaluation, and all ideas are recorded, since even "silly" ideas may prove to have a seed of a workable solution.

Procedure:

1. Basic rules to follow:

   a. pose the problem or state the topic.
   b. have the group reel off as many solutions as they can, as fast as possible. Go around the room once or twice to give all a chance, then open it up to anyone. Allow a student to "pass" if he wants.
   c. don't criticize or comment on responses. Just record on overhead or board.

2. Examples:

   a. Develop a cinquain by brainstorming its content. Suppose you or the class select "Sunburn." Here are some responses you may get: healthy, pink, peeling, painful, color, sore, lotion, Noxema, freckles, blisters, hurt, sizzling, red as a beet, torture, bathing suit marks, Atlantic City, mother, bad, recess, summer.

   Record all comments. Note words such as mother, bad, and recess are rather meaningless, but it will be up to the class to decide not to use them.

   The finished product may contain words not suggested during the brainstorming. Sample:

   Sunburn
   sizzling, penetrating
   scorches, blisters, peels

   torrid torture turns tan
   Summer

   b. Brainstorming is an excellent lead-in to writing compositions. Present a situation that will provoke the subject matter for a composition. Example: The members of the Smith family draped in front of the TV set on a typical evening.

Students' brainstorming will probably pertain to where people are sitting, the sounds heard, and the activities going on in the room. When finished, see if they can see a pattern to their replies and group their comments in categories. Eliminate those that don't fit (i.e., Tom is in the basement). Use this material as the body of a composition, then decide what the conclusion should be. (Very likely no one was actually watching the TV!)

The finished product may look something like this:

Take a look at the members of a certain American family draped in front of the TV set on a typical evening. Dad is dozing in his overstuffed, reclining chair. Mother, picking her way through the prone bodies of children, is collecting the accumulated clutter of Coke bottles and potato chips. Twelve year old Jeffrey is sprawled on the floor with Fido as his pillow. The cat, curled on top of the TV set, dusts the screen with her tail. The phone rings, the air conditioner rumbles, and our audience charges to the bathroom and refrigerator as Morris is called to "din-din."

Did somebody say this family was watching TV?

c. Large, colorful pictures easily seen by all are also good for brainstorming lessons. Later, lay out lots of pictures and allow students to select one that appeals to them, do their own brainstorming, and try their own composition (they could work with a partner the first time).

Suggested Topics for Brainstorming:

1. Choose a familiar object (cup, pencil, bike). In two minutes have students name as many word associations as possible that are stimulated by the object.
2. Use music (Grand Canyon Suite, etc.): while listening, have students jot down words that reflect the changes in the mood of the music.
3. Have students record the sights, sounds, smells of various locations and then organize them into the proper categories. These lists could then become the basis for a descriptive paragraph.
4. Topic: If you had to flee from your home taking only those things that would fit in a bookbag or brief case, list what you would choose. Then take this list and try to categorize the items - practical items, mementos, etc., and discuss why certain things seem more important than others.

5. Pick an emotion and have students brainstorm the associations they have with this emotion in both general and specific situations. Later categorize these associations as to causes, reactions, etc.

6. Topic: You are in charge of filling the cornerstone of a new government building. What would you put in it to show people in the year 20__ what life was like in 19__?

7. Topic: Pretend you've been cast to play a 100 year old man or woman. List all the ways you would make the role believable. Later categorize as to posture, clothes, etc., and develop into a character sketch.

8. Present certain situations such as the following: caught in a storm out in the middle of a lake or a bay in your sailboat; locked in the cellar; home alone at night; at the top of a ferris wheel, etc. Brainstorm visual data as well as emotional states. Use the lists that result as the basis for a narrative or descriptive paper.

9. Have students write a memory chain.

   Example: I see the top of a house and it is white. It reminds me of going up to Maine to my grandparent's cottage. That reminds me of the time Gail, Robin, Nancy and I were in Maine and hid in someone's pile of hay when they came by. The white of the house also reminds me of the ski slopes when I first went on them. That reminds me of the time I fell and broke my arm when skiing. That reminds me of Joey when he signed my cast 'Big Joe', etc., etc.

   Such associations can form the basis for a narrative or descriptive paragraph.

II. DRAFTING

The drafting stage of the writing process is devoted primarily to writing the first draft of a paper. At this point little attention should be given to matters of revision and proofreading; the correction of punctuation, capitalization, spelling, and sentence structure errors comes later in the writing process. The goal here is to get all ideas down on paper before they are forgotten without being distracted by other concerns. Therefore, students should in no way be admonished or penalized if, in fact, this first draft contains various errors of usage and mechanics.

Drafting is also a time that may be devoted to the teaching of specific skills that are important in a given assignment. Such skills may not fit easily into the prewriting phase, where the emphasis is more on generating ideas and narrowing options. If, for example, the task analysis for a particular assignment shows that the use of highly descriptive words or of dialogue punctuation is a critical skill in that assignment, then the drafting stage may be the time to teach or review that skill, just prior to the writing of the first draft. Some of this teaching may be better held off until the revising stage, however. Here is where teacher judgment is critical.

If certain skills will be singled out for special emphasis in the evaluation and grading of the students' papers, then this is the time to make clear that emphasis. Even while writing the first draft, students should keep in mind those skills or tasks that will receive high priority in the overall evaluative process.

It is important to remember what a draft is: not a final product, but a beginning. Too often we accept first drafts as final products. To do so is to assign writing but not to teach it.

Of course, not all first drafts will necessarily lead to a final, polished paper. When deadends occur, and the teacher and/or the student decides that there is no point in going on, then the first draft is the first and only draft and is either thrown away or kept for personal use. Most expressive writing never gets beyond the first draft stage because it is primarily for private use only; if and when the writer decides to share it with others than other drafts and a final copy may follow.

III. REVISING

The revising stage occurs both simultaneously with the drafting stage and immediately after a draft has been completed. In-process revision takes place when students make changes in the act of writing by erasing, crossing things out, squeezing new things in, or drawing arrows to new content in the margin or to a new place in the paper for the same content. Revising is crafting. It is deliberately reworking first drafts to better fulfill the writer's purpose. Such reworking means making changes in one or more of three of the four skill areas: content, organization, and style. Mechanics is not included because it is the skill area that is considered in the proofreading stage.

There are four major types of changes that can be made at the revising stage:

1. Something may be added.
2. Something may be removed.
3. Something may be moved somewhere else.
4. Something may be substituted for something else.

The "something" in each case may be words, phrases or clauses, sentences, a paragraph, or many paragraphs. The changes may improve the content, the organization, and/or the style of the paper.

Add
Remove
Move
Substitute
Use your ARMS when you write.

The teacher and other students should be involved in helping each student with the revising process. The student's peers provide an important audience for the first draft; sometimes their reactions to a first effort can be helpful to the writer in ways that the more professionally informed opinions of the teacher cannot. The teacher, on the other hand, must use his or her expertise to design lessons that can be inserted at this point to provide practice in skill areas that need improving.

Most revising gets done in one or more of the following ways:

1. The student rereads his draft and makes changes on his or her own.
2. The student is paired with another student and the two make suggestions to each other.
3. The student is a part of a small group of students that helps each group member make appropriate changes.
4. The entire class examines with the teacher a few drafts written by classmates and suggests improvements that may be helpful to everyone.
5. The teacher reads the student's draft and in a brief conference suggests some areas that could use further work.

6. The teacher teaches lessons on specific skills important to the assignment, and the student makes appropriate changes based on the lesson.

Revision must be supportive of each student's efforts. Therefore, recommendations should be accompanied by commendations. Revision should also be focused, concentrating on just a few changes, rather than trying to tackle everything that might be improved. Learning occurs when a few skills are developed at a time - not when the student is expected to do everything well and then becomes discouraged in the face of an impossible task.

Students must be taught how to revise their own work and how to help others do the same. It is a process that requires constant attention. Small group revision will probably not work really well the first time it is tried. Roles within the group must be carefully defined and structured. The goal is to help every student develop his own revising skills, and various audiences within the classroom (and, when possible, outside of the classroom) must be a part of this learning process.

Some common revision activities are briefly summarized below. Many are incorporated into the teaching plans that are included in this guide.

1. Peer evaluation - Students work in small groups or in pairs to help each other make appropriate changes. Suggestions are made orally or in writing. Roles are clearly defined and criteria carefully selected.
2. Teacher directed lessons - Teacher prepares and presents lessons dealing with critical skills that first draft reveals many students need help with. Textbook exercises may be used.
3. Spot conferences - Teacher quickly reads a draft and makes one or two suggestions for improvement.
4. Sentence and paragraph "lifting" - Teacher "lifts" a few sentences or paragraphs from student papers for the class as a whole to critique. They are placed on the chalkboard, the overhead projector, or a ditto for this purpose. When used as a revising activity, "lifting" will usually include more than single sentences since most revising problems require a consideration of larger units of writing.
5. Reading aloud - Students catch many problem areas when they hear themselves read their paper aloud to one another or to the teacher.
6. Checklists - Teacher and/or students prepare lists of skills to be dealt with in a given assignment. May be a general reminder of several considerations of content, organization, and style that should be kept in mind or may focus in on a few specific skills that are critical to the successful completion of a given assignment. Sample checklists are included in the discussion of evaluation in this guide.
7. Tape recordings - The teacher speaks to the student about his or her paper on a tape, which the student plays back at a later time. May make suggestions to several students on the same tape. Often faster and more attention-getting than written comments.

Revising Techniques

Ways of talking about a rough draft that will help the writer make the next draft better.

I. Mention one or two things you especially like.

Examples:

"I really like the part about....."

"The beginning is really (good, exciting, funny, etc.)"

"The best part is your description of the....."

II. Suggest that the writer (1) add, (2) remove, (3) move, or (4) substitute something.

A. ADD something.

Examples:

"I would like to know more about....."

"I think you should tell more about....."

"Why don't you describe....."

B. REMOVE something.

Examples:

"I don't think you should tell about....."

"I feel the part about ..... isn't important."

"I think it would be better if you took out the sentence about....."

C. MOVE something.

Examples:

"I think the part about ..... should be put (after, before, with) the part about ....."

"The sentence about ..... belongs ....."

"I think the description of ..... should be put ....."

D. SUBSTITUTE something.

Examples:

"I think a better way to say it would be ....."

"The sentence about ..... doesn't make sense to me."

"I think a better (word, phrase, sentence) would be ....."

Add Remove Move Substitute	Use your ARMS when you write!

IV. PROOFREADING

The proofreading stage is devoted primarily to checking for errors in mechanics. Mechanics includes punctuation, capitalization, spelling, and such usage matters as agreement, pronoun forms, verb tense, and plural and possessive suffixes.

Proofreading receives emphasis just prior to the writing of the final draft and not before. Prior to this time - at the prewriting, drafting, and revising stages - the emphasis is on content, organization, and style. Only now that the paper is being readied for others to read do the mechanics of the language that help to convey meaning become most important. In other words, it is important to learn to punctuate and spell correctly not as an end in itself but as the means to the end of clear communication with one's readers. Poor mechanics stand in the way of the goal of writing to be read. At the very least they slow down the reader; at the very worst they make the writer's message unintelligible.

As often as possible, mechanics should be taught in the context of the writing process. Each of the ways for doing so that is presented below has as its goal the assuming of the responsibility for proofreading by the writer, rather than by the teacher. Far too much teacher time is spent correcting papers for errors that the student writer should have proofread and corrected. It is better for a student to have learned how to cut down his or her errors by 50% during the course of a year than for the teacher to have marked 100% of the errors with virtually no student self-correction.

Ways of Teaching Proofreading Skills:

1. The student proofreads his or her own paper before the teacher has marked any errors. A comparison is made between the number of errors the student picks up and the number that actually exist. The goal, of course, is to close the gap between the two.
2. Two students pair off and proofread each other's papers, pointing out as many errors as they can find. Papers are returned and all corrections made.
3. "Experts" in the class are assigned the job of checking the papers of others who are not as able in a particular skill area. For example, a "punctuation posse" proofreads for all punctuation errors.
4. The teacher places a check mark or hash mark at the end of a line containing an error. The student must find the error and make corrections.
5. The teacher marks a few selected errors in a paper. The student must make corrections.
6. Sentence of the Day. Each day the teacher selects a sentence that contains common errors and places it on the chalkboard. Immediately at the beginning of class, students proofread and suggest corrections in a short, to-the-point, oral exercise.

7. Textbook exercises are used to support and further reinforce (rather than take the place of) the teaching that has been done using the students' own sentences and paragraphs. Constant connections are made between the exercise material and the students' work, with similarities and differences noted.

8. The teacher conducts the following sentence "lifting" exercise on a regular basis:
Five or six sentences (number may vary, depending on grade level) are selected from recent or current student papers to be placed on the chalkboard exactly as they were written by the students. They should be sentences that demonstrate common errors made by the class in a particular assignment. At least one of the sentences should be absolutely "correct," containing no errors. For 5 - 10 minutes, in a fairly fast-paced manner, the teacher asks students to identify any errors in each of the sentences and to state what the corrections should be. Or, the teacher may have a student come up to the chalkboard, circle an error, and write the correct form above it. Absolutely correct sentences should be included in order to help counteract the students' tendencies to overcorrect. If this procedure is followed on a routine basis two or three times a week for five to ten minutes each time, tremendous progress can be made in the course of a year in helping students become more able proofreaders.
This procedure may also be followed for a series of sentences, entire paragraphs, and entire papers. For longer units of writing such as these, the overhead or dittoes usually provide the format for the lesson, rather than the chalkboard.

A final draft should be accepted when a reasonable number of errors has been corrected. "Reasonable" is, of course, a relative term. It might be straining the perseverence of a fairly slow student to expect him or her to catch all errors, and motivation may wane if this is the expectation. On the other hand, near perfection in this skill area may be the standard set for a very able student. What is an appropriate goal for one student is not necessarily appropriate for another.

As in all skill development activities, the wise teacher will focus on one or two types of errors at a time. To call attention to any and all errors in a hypercritical manner can be very discouraging to a young writer. It is not unlike the tennis coach who exclaims, "Your forehand is soft; your backhand is weak; your net game is very erratic; you can't lob; and your serve is terrible!" Who would want to continue playing?

V. PUBLISHING

Publishing is the whole point of writing in the first place. We write to be read. Publishing may not always involve the professional printing and dissemination of our writing, but in the terms of this curriculum it is said to occur at the moment when we share the final draft of what we have written with someone else for whatever purpose.

Not everything that students write should be published. Most expressive ("self-sustained") writing is not. Some first drafts never go any further because they reach a dead-end.

Writing that is published - that "goes public" - should represent the student's very best effort at each of the preceding stages of the writing process. If the young writer has not proofread and corrected all of his or her errors by the publishing stage, then other students and/or the teacher will have to help out so that there are no impediments standing in the way of the reader understanding the writer.

As this curriculum guide makes clear, the young writer's different audiences should be as varied as is feasible. Writing only for the teacher, and doing so mainly to demonstrate certain skills or one's ability to avoid error, is not the kind of "publishing" that motivates more and better writing.

Ideally, writing should be read and responded to in some way. There is nothing more exciting to a writer than to know that someone cares enough about what the writer has written to take the time to respond, if only with an "I like it!" or "I know what you mean," or "Tell me more," or "You've convinced me." Ways of encouraging such responses have been suggested in this guide.

Some of the many audiences for writing are listed elsewhere in this section of the guide. The teaching plans provide for different audiences as well as for different ways of publishing student writing. Possibilities for the latter range from exchanging papers, to the use of bulletin boards, dittoed copies, school newspapers, and contests. Possibilities for the former range from classmates, to school staff, to the community at large, and beyond.

Motivation to write increases as what is written reaches greater numbers of people and as readers are stirred to react to the content of the writing in positive, appreciative terms. Publishing is not the satisfying event it should be when, after a great deal of effort, the writer's only response from his or her teacher-audience is a string of "sp's," "awk's," "punc's," and "lacks coherence's." Most comments of this kind belong at the revising and proofreading stages, combined with comments regarding what has been done well.

VI. EVALUATING

Evaluating is not a stage of the writing process but a critical perspective assumed by writers and readers at each stage of the process. Evaluating goes on during prewriting, drafting, revising, proofreading, and publishing. In an "assign and grade" approach to teaching writing (which really does not teach much of anything!), evaluating only occurs after the papers have been collected and usually is synonomous with a letter grade or a number.

Many aspects of evaluating have, then, already been discussed. However, certain ones have not, and a general philosophy of evaluation needs to be emphasized at this point.

Effective evaluation is characterized as follows:

1. It is focused on a reasonable number of errors and problems rather than "shotgunning" anything and everything. Just like learning to play the piano or football, we learn best by concentrating on a few problems at a time, not all of them at once.
2. It is limited to things students can change. If students cannot correct an error or eliminate a weakness because they have not yet learned how to, there is little point in calling attention to the problem. Errors that students can change should be changed by the student. Marking student errors and weaknesses and then not requiring that they be corrected or improved is one of the most common ways teachers waste their own time.
3. It is specific enough that the student knows exactly what is wrong. A "C" on a paper with no comments is almost worthless; it says very little about what can be done to improve the paper. "Lacks unity and coherence" is, in most cases, a comment that is practically meaningless; rather than referring to general principles of organization, the comment should point out exactly where the organization breaks down.
4. It is used to acknowledge correct responses, as well as to point out weaknesses. Evaluation must positively reinforce the writer's efforts at the same time that it suggests means for improvement. Except in cases where students have obviously done a half-hearted job and deserve only a reprimand, all honest efforts should be rewarded with at least one positive comment.

Part of evaluating is grading, although not all papers need be or should be graded. As teachers begin to implement this curriculum, they will surely want to know how it is possible to have students writing more without the teacher becoming buried under the paper marking load. This is a particularly important question at the secondary level where teachers usually meet five classes of students every day.

Some of the answers to the question of how to handle the paper load are to be found in the following activities:

1. Foresee difficulties and preteach skills.
2. Teach, and teach again, how to proofread papers. Do sentence-lifting.
3. Have students read and edit one another's papers (see section on revising) according to selected criteria.
4. Resist overcorrecting; mark selectively. Grade only for skills taught. (See above discussion on focused evaluation).
5. Teach a lesson on common problems after quickly scanning rough drafts.
6. "Lift" sections of papers that can serve as examples and duplicate or project on overhead.
7. Use checklists (see samples that follow).
8. Establish a conference or consultation period. Short, one or two minute conferences can deal with some major problems and clear them out of the way before the final draft is written.
9. Grade only every fourth or fifth paper that is written. Alternate the numbers, so that every student's work is eventually graded several times during the semester. Keep all papers in the folders, considering some or all of them when it comes time to determine a marking period grade.
10. Exchange papers with other classes. Students do not put the usual heading on their papers, but rather sign them with a coded identifying mark. Sets of papers are exchanged under teacher arrangement. Papers are read, comments made, and papers returned, and then the writers study the comments on their own papers.
11. Use a cassette tape recorder. The teacher makes no written comments on the paper. Rather, s/he speaks into a tape recorder while reading each paper, talking to the student, pointing out weaknesses as well as strong points, for 30 seconds to three minutes. The recorded tape, with student papers discussed on it in alphabetical order, is brought to class for private auditing by the students. They are called up to listen to comments on their own paper, one at a time, using a headset to avoid disturbing the class. At the end of the taped comments on his or her own paper, the student shuts off the machine and calls the next student to the tape. The teacher carries on the usual lesson while the students are listening. They take their papers with them to the recorder and mark comments on the papers as they listen.
12. Do not grade any papers for the first month. Write comments sparingly, checking only for one type of problem -- e.g., punctuation, subject-verb agreement -- at a time.
13. Instead of writing comments and correction symbols on the paper, make a check mark in the margin opposite a problem and ask the student to find the problem and correct it.

14. Use holistic scoring. This technique for evaluating papers is presented in some detail in the final section of the guide.
15. Assign expressive or "self-sustained" writing regularly. It gives students important practice but is not graded.

The act of writing is a very personal endeavor; we can be easily embarrassed when we do not succeed at the task. The teacher of writing must be a good coach - offering encouragement, modeling, pointing out problems and suggesting ways of overcoming them, scolding if necessary, but never embarrassing. Like a good coach, the teacher of writing focuses on one or two skills at a time and provides immediate positive reinforcement each time the writer comes a little closer to doing things absolutely right. The teacher-coach knows the skills involved take time and practice to develop - and s/he provides as much of both as possible, allowing for some periods of practice when evaluation is minimal or not given at all.

Sample Checklists

Checklists remind students of things they should be sure they have considered before they submit their final draft. They can take many different forms, depending on the stage of the writing process at which they are used, the nature of the assignment, and the instructional focus.

It is a good idea to keep one form of a checklist in the student's writing folder so that a record may be kept of progress made. Students can use such a checklist as a profile of personal problems and errors, checking to see if the same ones - or different ones - appear in each of the papers that are written during the year.

The following sample checklists suggest some of the skills to be considered at three different stages of the writing process: revising, proofreading and publishing.

Primary Checklist (Grades 1 - 3)

(Directed to the teacher at these grades)

I. Revising

A. Content

1. Did the writer adhere to the topic?
2. Did the writer present his ideas in an interesting way?
3. Did the writer complete his thought?
4. Does the writer show originality?
5. Is the writer sensitive to his audience?
6. Does the writer include details?

B. Organization

1. Did the writer organize the sentences logically?
2. Is the first sentence an appropriate beginning?
3. Is there a reasonable conclusion?
4. Is there a logical development of events?
5. Did the writer begin a new paragraph for each new idea?

C. Style and Word Choice

1. Can the writer express his/her ideas clearly?
2. Does the writer use interesting vocabulary words?
3. Does the writer avoid overusing such linking words as and, so, and then?
4. Does the writer vary his/her sentence beginnings?
5. Does the writer use consistency of voice and tense?

II. Proofreading

Mechanics

1. Does the writer use proper punctuation?
2. Does the writer use correct capitalization?
3. Is correct spelling evident in the final copy?
4. Does the writer use consistent subject-verb agreement?
5. Does the writer use consistent tense agreement?
6. Does the writer use appropriate paragraphing and indenting?
7. Does the writer use complete sentences?

III. Publishing

1. Does the final copy have a neat appearance?
2. Is the writer's handwriting legible?
3. Does the writer use suitable margins?
4. Is the final copy error-free?

Intermediate Checklist (Grades 4 - 5)

I. Revising

A. Content

1. Have I written an interesting beginning sentence?
2. Do all my sentences relate to my topic sentence?
3. Are all my sentences in logical order?
4. Are my ideas clear?
5. Have I adequately explained or described my topic?
6. Have I followed the directions of the assignment?

B. Organization

1. Does my writing have a good beginning, middle, and end?
2. Do I have a new paragraph for each new idea, and have I indented to show it?

C. Style and Word Choice

1. Have I used a variety of interesting words?
    a. action words
    b. describing words
    c. synonyms
2. Have I varied my sentence beginnings?
3. Have I checked to see if there are words that are not needed?
4. Have I left out any words that are necessary?
5. Have I written complete sentences?

II. Proofreading

Mechanics

1. Have I corrected all spelling mistakes?
2. Have I used the correct end-of-sentence punctuation: period, question mark, exclamation point?
3. Have I put commas where they are needed?
4. Have I avoided using run-on sentences?
5. Have I used capital letters?

III. Publishing

1. Have I correctly written a title?
2. Is my handwriting neat and legible?
3. Have I included margins on both sides of my paper?
4. Have I proofread to make certain no new mistakes have been made?

Middle School Checklist (Grades 6 - 8)

I. Revising

A. Content

1. Have I written an interesting beginning?
2. Have I included a topic sentence for each paragraph?
3. Have I used specific examples which support my topic sentence?
4. Have I written on the assigned topic?
5. Have I shown that I understand the topic?
6. Have I creatively used my own ideas?

B. Organization

1. Have I supported general statements with specifics?
2. Have I used only one general statement per paragraph?
3. Have I only used general statements which relate to my topic?
4. Have I written a beginning, a middle, and an end?
5. Have I used transitional words, phrases or sentences?

C. Style and Word Choice

1. Have I avoided using and, so, then, good, bad, nice, pretty, really, and a lot?
2. Have I used the strongest and most vivid words?
3. Have I avoided clichés?
4. Have I used too many words to say something?
5. Have I used one verb tense?
6. Have I used one point of view?
7. Have I avoided fragment sentences?
8. Have I avoided run-on sentences?
9. Have I used a variety of sentence styles?

II. Proofreading

Mechanics

1. Have I punctuated correctly?
2. Have I capitalized correctly?
3. Have I spelled words correctly?
4. Have I made subject-verbs agree?
5. Have I made pronoun reference clear?
6. Have I used dialogue punctuation correctly?

III. Publishing

1. Have I written legibly?
2. Have I indented every paragraph?
3. Have I put a correct heading on my paper?
4. Have I left margins?

High School Checklist (Grades 9 - 12)

I. Revising

A. Content

1. Do I have a clear purpose or point?
2. Have I considered the audience for whom I'm writing?
3. Do I stick to the topic and give specific detail to support it?
4. Does my paper show originality and creativity?
5. Am I sincere in what I say?
6. Is my paper interesting to the reader?
7. Have I used a form appropriate to the assignment?

B. Organization

1. Have I begun each paragraph with a topic sentence?
2. Is there a logical or sequential order?
3. Is the relationship between paragraphs clear?
4. Is there unity, coherence, and emphasis in the paper?
5. Does the paper have smooth transitions? Are they appropriate?
6. Are my ideas in the best order?

C. Style and Word Choice

1. Have I been concise? Have I used unnecessary words? Have I overused such words as and, so, then, a lot, nice, really, etc.?
2. Have I stated my ideas clearly?
3. Have I used a variety of sentences?
4. Have I used inappropriate words, such as slang, colloquialisms, and clichés?
5. Have I written sentences that could be combined for improved readability or divided for clarity?
6. Have I written from a consistent point of view?

II. Proofreading

Mechanics

1. Have I used proper spelling?
2. Have I used proper punctuation and capitalization?
3. Have I checked for sentence fragments and run-on sentences?
4. Have I correctly handled such usage matters as pronoun reference and agreement, subject-verb agreement, tense, number, and gender?
5. Have I used the active voice whenever possible?

III. Publishing

A. Handwritten Manuscript

1. Have I written in blue or black ink?
2. Have I written on one side only of white paper?
3. Have I been consistent in the use of margins and indentions?

B. Typewritten Manuscript

1. Have I used a black typewriter ribbon?
2. Have I made proper use of block form?
3. Have I double-spaced the lines?

C. General

Have I used proper headings and/or title page?

TYPES AND FORMS OF WRITING

Writing serves different purposes with respect to its readers or audience. The following four types are classified on the basis of the writer's primary purpose in writing. Each type consists of several real-life written forms that people engage in every day. Depending on intent, the same form could appear under more than one type.

I. EXPRESSIVE/PERSONAL WRITING

Purpose: To discover, explore, and examine one's observations, ideas, feelings.

Forms:

journals
diaries
logs
observational notes

II. LITERARY/IMAGINATIVE WRITING

Purpose: To create and explore with the imagination in order to please and entertain oneself and others.

Forms:

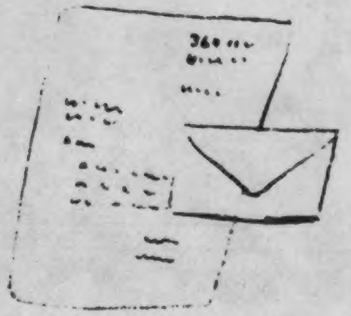
events from one's life
anecdotes
biographies
autobiographies
essays
poems
short stories
plays
novels
tall tales
folk tales
limericks
fables
fairy tales
jokes
myths
riddles
legends
vignettes
scripts
monologues
dialogues

III. INFORMATIVE/PRACTICAL

Purpose: To inform others and to explain a process, idea, or situation as a service to others and in order to take care of day-to-day business and personal affairs.

Forms:

- business letters
- friendly letters
- thank-you letters
- menus
- reports
- applications
- news articles
- recipes
- notes
- travel itineraries
- directories
- epitaphs
- telephone messages
- book summaries
- contracts
- plans
- invitations
- resignations
- obituaries
- biographies
- resumés
- schedules
- agendas
- minutes
- announcements
- warranties
- lost and found reports
- shopping lists
- W-2 forms
- "Who's Who"
- policies



IV. ANALYTICAL/PERSUASIVE

Purpose: To analyze a problem or an idea in order to better understand it or to influence or change the opinions and actions of others.

Forms:

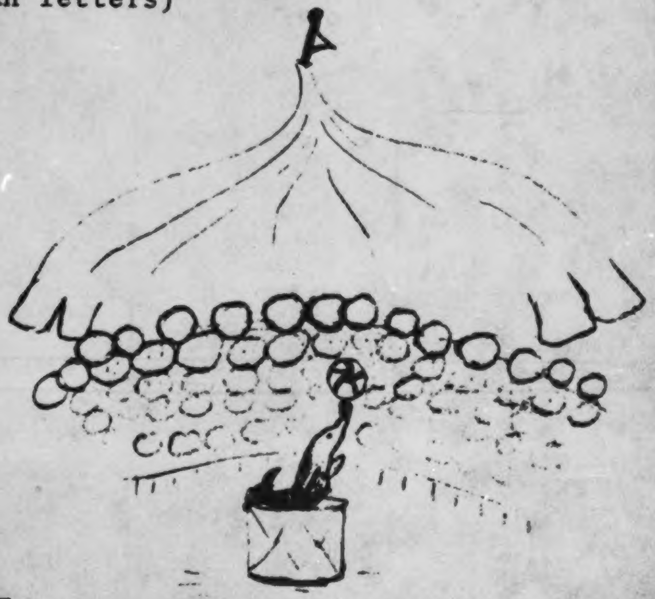
- essays
- editorials
- letters to the editor
- travel brochures
- position/research paper
- reference letter
- advertisements
- bumper stickers
- critiques
- campaign buttons
- book reviews
- tee shirt slogans
- results of experiments
- test questions
- literary analyses
- political cartoons
- slogans
- mottoes
- speeches
- posters
- promotional brochures

AUDIENCES FOR WRITING

Usually writing done in school is intended for the teacher to read. However, there are many other possible readers or "audiences," and students should have experience writing for different ones. Of course, expressive or self-sustained writing is writing done primarily with oneself - the writer - as the reader. Audiences move out from the self to include other individuals and then increasingly wider, larger, and more "public" groups of people. Students may write for individual teachers, students, and friends; small groups of students; the entire class; and larger groups outside the classroom.

Other audiences include:

- other students, peers
- other teachers
- parents
- relatives
- school administrators
- pen pals, correspondents
- newspaper editors and columnists
- authors
- school publications
- cafeteria and custodial staffs
- media and sports figures (fan letters)
- prospective employers
- business concerns
- the general public
- "Dear Abby"
- political figures
- consumer boards and advocates
- magazine columnists
- fictional characters
- children's magazines
- local and national writing contests



The four types of writing (modes of discourse) to which the writing process model is to be applied.

Type or Mode (What kind of writing is it?)	Purpose (What is the intended outcome?)	Audience (Writing to be read by whom?)	Examples of Specific Forms (What forms does it take in the real world?)
1. EXPRESSIVE/PERSONAL	To discover, explore, and examine one's observations, ideas, feelings.	Can be intended only for the writer's personal use; may involve teacher and wider audience.	Journals, diaries, logs, observational notes.
2. LITERARY/IMAGINATIVE	To create and explore with the imagination in order to please and entertain oneself and others.	Whoever finds the work enjoyable (perhaps only the writer); anyone who can derive satisfaction from it.	Tales, myths, short stories, poems, plays, novels, vignettes, biographies, monologues and dialogues, TV scripts.
3. INFORMATIVE/PRACTICAL	To inform others and to explain a process, idea, or situation as a service to others and in order to take care of day-to-day business and personal affairs.	Those in need of or interested in obtaining certain information, whether solicited or volunteered.	Letters, reports, summaries, note-taking, recipes, news articles, instruction manuals, directions, business forms.
4. ANALYTICAL/PERSUASIVE	To analyze a problem or an idea in order to better understand it, or to influence or change the opinions and actions of others.	Often a clearly defined audience with clearly identifiable opinions and feelings regarding specific issues.	Essays, editorials, letters to the editor, position/research papers, advertisements, promotional brochures.

Three kinds of curriculum structure for implementing the writing process model in the classroom.

1. Open Structure. All decisions at each of the five stages of the process are made by the writer (student). The writer chooses the topic, the purpose, the audience, the method of organization, etc. The teacher provides suggestions only. The writer makes his/her own decisions about the what and the how of editing and does his/her own proofreading. The teacher evaluates how effectively the writer has discharged this responsibility and helps the writer focus on those areas where improvement is needed. Self-Sustained Writing (SSW) is an example of Open Structure, although editing and proofreading do not always accompany SSW.

2. Moderate Structure. Some decisions are made by the writer and some by the teacher, a text, a curriculum of skills. While skills are taught in the context of the writing process, the writer may be provided both in advance and along the way with certain subjects to write about, particular organizational patterns to practice, prescribed editing procedures to follow. The teacher provides direct instruction in particular skills, but the writer cannot rely on the teacher to make all the decisions for him or her.

3. High Structure. All decisions are made by the teacher, a text, a curriculum of skills. The writer's task is to carefully follow all specifications that are presented through direct teaching at each stage of the writing process. Skills are still dealt with in context, but the writer is told how they are to be handled. The teacher identifies problems of mechanics, usage, and spelling and directs the writer's correction of errors.

Reasons for incorporating all three kinds of curriculum structure in the classroom.

1. The best writer is one who can write effectively with complete autonomy (open structure) and when someone else has set the specifications (high structure). Much adult writing is produced under conditions of high structure ("I need this report by tomorrow").
2. Since writers will not always have teachers, they must learn to assume more and more of the responsibility for making the decisions involved in the process (open structure).
3. High structure is often necessary when a new skill is introduced; moderate structure as the skill continues to be practiced within the framework of the writing process; open structure when a measurement of autonomy in using the skill is desired.
4. Writers are often more committed to the writing process and produce a more effective product when they have some options from which to choose (moderate or open structure).
5. Some sequencing of skills on the part of the teacher, the text, and/or the curriculum is important if instruction is to be focused, balanced, and thorough (moderate or high structure).
6. When teachers assume they must provide high structure at all times, the paper marking burden often becomes overwhelming, but when open and moderately structured writing experiences are also provided, time spent marking papers may be reduced considerably.

Degrees of Structure in the Writing Curriculum

	STRUCTURE		
Types	**Open**	**Moderate**	**High**
EXPRESSIVE/ PERSONAL	Students include in journals whatever they care to write about and decide on their own whether to edit their entries. Teacher occasionally suggests subjects, approaches.	Now and then teacher requires students to write in journals on a given subject, sets minimum number of lines per entry, or provides skill practice in sensory writing.	Not possible. Personal writing requires some personal decisions. Excessive teacher requirements would inhibit and block fluency.
LITERARY/ IMAGINATIVE	Student chooses a literary form as a way of dealing with a significant personal experience already described in his/her journal. Teacher may read, commend, recommend.	Teacher teaches elements of short story, asking students to be certain to include them in a story whose content is the writer's decision.	Teacher presents the requirements for writing a cinquain and shares some examples. Students asked to write a cinquain on teacher assigned topic.
INFORMATIVE/ PRACTICAL	Student decides who should be informed about what; he/she assumes role of "expert" on topic and for audience of his/her own choosing.	Student required to use certain transitional words and phrases in describing steps in a process of own choosing. Evaluated on basis of how well classmates can follow the written directions.	Teacher assigns report with a deadline, specifying format, subject matter, length, and evaluating exclusively on adherence to predetermined criteria.
ANALYTICAL/ PERSUASIVE	Newspaper unit gives student choice of writing an editorial, letter to editor, advertisement, feature page essay on topic of concern. Also assumes role of news editor for own work.	Student asked to write editorial for school, local or national paper, choosing from list of topics developed by class and of special concern to them. Word count prescribed.	Teacher provides essay topic identifies audience, provides organizational framework, prescribes particular changes in revision process, calls attention to all proofreading errors.
TYPE NOT DESIGNATED	Students free to choose the type of writing and the subject matter (and, on occasion, whether to write at all). Teacher provides many suggestions.	Teacher requires students to write on specified topic, but each may choose the type and form of writing he/she feels would be most effective.	Not possible.

SKILLS FOR WRITING

Skills should be taught in the context of the writing process ather than through isolated exercises that have no bearing on real communication. There are at least three reasons for doing this:

a. Students have a reason for learning the skills: they are going to use them immediately.

b. Learning "sticks" and has continuing importance when it is connected with purpose and when it is rewarded, as it will be if it leads to greater success in a given piece of writing.

c. Integrating language skills in writing leads to careful planning for the whole class and thus to better teaching and to individualization. When language skills work is tailored to the assignment and connected with actual pupil work, the teacher is able to get at specific problems with which particular pupils need assistance.

Based as it is on the belief that the "writing to be read" concept should take precedence over all others, the Neshaminy writing curriculum has built in the writing skills most appropriate for each of the writing tasks that have been included at each grade level. In other words, skills are taught in the context of preparing a piece of writing for others to read. This is also true of the shorter, "quickie" assignments.

There are three times when language skills work should be introduced and reinforced:

a. just before a writing experience, when the practice has meaning because it is going to be applied immediately and will help to insure success;

b. during the revising stage, before a paper is going to be "published" or handed in for evaluation;

c. immediately after a paper has been "published" and evaluated, when students will see the need to practice certain skills they had trouble with before attempting the next assignment.

THE PLACE OF SKILLS IN THE LANGUAGE ARTS PROGRAM

The following is a useful list of guidelines for the teaching of writing skills.

1. Skills need to be taught, but not to the exclusion of *real* language (pupils writing for a real communication purpose, not for exercises or tests).
2. Overemphasis on skills during the writing process can inhibit pupils and shut off the flow of ideas.
3. Teaching *about* language should come from demonstrated needs, after pupils have shown that they need to learn the concept.
4. Teaching skills out of context (or even in place of *real* writing) is wasteful: the knowledge disappears and *does* not become an integral part of the pupil's learning and application.
5. Practice exercises must be meaningful: they must lead to or follow *real* writing, writing for a purpose, writing for a real audience.
6. Language skills represent a courtesy to the audience. By using proper punctuation, capitalization, spelling, and sentence structure, pupils show the audience that they care.
7. Revising and proofreading should come *after* composing.
8. Pupils should be encouraged to help each other prepare their work for an audience (revising and proofreading).
9. Pupils should write, revise and proofread for a variety of audiences, not just the "teacher detective."
10. Not all work has to be revised and proofread, but work which is not should stay in the pupil's folder, and not go home or be posted.
11. Editing (revising and proofreading) is *not* writing, any more than skills exercises are writing.

FOUR MAJOR WRITING SKILL AREAS

The following four writing skill areas are dealt with in each of the grade level teaching plans. They also form the basis for the district's holistic assessment. Additional material on teaching these skill areas can be found in the section of the guide that considers evaluation.

1. Content

- Clarity of focus, adherence to topic.
- Originality, creativity, insight into subject matter, interest value, quality of ideas, honesty of feeling.
- Sensitivity to reader, audience.
- Adequate treatment of topic, richness and completeness of supporting details.

2. Organization

- Logical, sequential order and development of entire paper, including beginning/middle/end.
- Logical organization and development of individual paragraphs.
- Support for generalizations.
- Unity, coherence, emphasis.
- Appropriate, smooth transitions.

3. Style and Word Choice

- Conciseness, preciseness, clarity and richness of vocabulary, avoiding wordiness and clichés.
- Diction and tone appropriate to topic, purpose, and audience.
- Consistency of voice, tense, person, point of view.
- Variety of sentence structure appropriate to topic, purpose, and audience; avoiding choppiness, awkwardness, sentence fragments and run-on sentences.
- Avoidance of "signposts" (words that announce or point to what is coming).

4. Mechanics

- Appropriate punctuation, capitalization, spelling.
- Correct handling of such usage matters as pronoun reference and agreement; subject-verb agreement; tense, number, gender.
- Appropriate paragraphing, indenting.
- Legibility

ASSIGNING VS. TEACHING

The following parallel lists contrast the mere assigning of writing with the teaching of writing as a process.

When writing is merely assigned	When writing is taught
1. Topic or question is usually general, rarely structural.	1. Topic or question is usually specific, often highly structured.
2. Audience for paper is rarely identified.	2. Audience for paper is specifically identified.
3. Purpose for writing assignment is nebulous or vague.	3. Purpose for writing assignment is specifically articulated.
4. Student is required to hand in his first draft for a grade.	4. Student is encouraged to review and revise his first draft.
5. Teacher comments on paper are usually negative, most often corrections of errors.	5. Teacher comments stress the positive and are constructive about the negative aspects.
6. Corrections are usually in reference to mechanical errors.	6. Recommendations are made for improvement in content, organization, style, and mechanics.
7. Usually every error is corrected on every page by the teacher.	7. Evaluation is focused on particular areas of weakness.
8. Most of the teacher's time is spent correcting papers.	8. Most of the teacher's time is spent in class teaching the writing skills.
9. The teacher corrects every paper.	9. The teacher encourages self-evaluation and group evaluation of many of the papers.
10. Student never quite knows how teacher arrives at a grade.	10. Student always knows why he earns a grade.
11. Student is not aware of significant improvement in his writing.	11. Student is aware of significant growth - or lack of growth - in specific areas.
12. Student is required to rewrite in some cases. But rewriting usually only applies to corrections in grammar, usage, etc.	12. Student is encouraged to revise and improve-as well as to correct-first draft, then resubmit.
13. Student is required to write without much pre-thought.	13. Student is motivated into thinking about what he is to write.

	When writing is assigned (Cont'd)		When writing is taught (Cont'd)
14.	Student is assigned a few different writing experiences: poem, play, book review, term paper.	14.	Student is taught to handle a variety of writing forms.
15.	Student and teacher are bored by what s/he writes.	15.	Student and teacher are often interested in - even excited about - what student writes.

C. Kingston
(c) 1976

ESSENTIALS FOR AN EFFECTIVE "WRITING TO BE READ" PROGRAM

When the Neshaminy writing curriculum is being effectively implemented, the following student and teacher behaviors will be in evidence:

	Students		Teachers
1.	regularly write complete compositions - not canned exercises - on subjects they discover for themselves and about which they feel strongly (within guidelines set up by the teachers) to real audiences, sometimes including the teacher in those audiences.	1.	regularly write themselves, sometimes on the topics they give their students, other times on subjects of their own choice, but the fact remains they write constantly. If they don't, they have no understanding of how to teach writing or the special problems their beginning writers will encounter.
2.	write varied forms of discourse, including description, narration, persuasion, exposition, essays about literature, and poetry.	2.	write varied forms of discourse.
3.	spend considerable time in the classroom preparing for the first drafts by performing activities like these: thinking, remembering, asking and answering questions, contrasting, reading and taking notes, brainstorming, free-writing, writing dialogue, role playing and recording what happens, and playing with sentence structures.	3.	set up activities in the classroom in which the students can gather a richness of material from which to write.
4.	arrive at a focus - a discernible thesis - and a structure - no matter how simple at this stage - for a proposed piece of writing.	4.	assist students in writing out their focus, thesis, or "lead" - as newspaper writers call it - and in outlining a simple structure for their planned piece.
5.	display confidence in getting at the task of creating a first draft, with a minimum of frustration, without worrying about revising and editing at this stage.	5.	encourage students to trust their instincts to write first drafts straight through.

ESSENTIAL FOR AN EFFECTIVE "WRITING TO BE READ" PROGRAM (CONT'D)

	Students		Teachers
6.	regularly revise their first drafts by changing openings and endings, adding details, showing not telling, varying sentences, using precise words, and using transitional devices.	6.	arrange for activities in the classroom in which students can learn how to revise.
7.	regularly edit their revised compositions by proofreading and correcting mistakes in mechanics such as spelling, punctuation, capitalization, standard usage, and conventional manuscript format.	7.	allow for students to proofread in class their own and each others' revised compositions.
8.	do exercises as a class in common problems with mechanics, such as standard usage or spelling, or individually do exercises as needed in mechanics.	8.	diagnose problems students have in mechanics of writing and assign class exercises for common problems or activities as needed for individuals.
9.	regularly interact with each other and with the teacher at all but the first draft stages of the writing process to receive immediate feedback from various audiences on how to improve their writing.	9.	set up classroom situations with pairs of students, small groups of from four to five students and with the whole class so students can read their papers and get immediate feedback; teach students how to interact in groups; teach students how to ask useful questions aimed at helping them improve their writing.
10.	act as "trusted readers" for their classmates, encouraging them in their writing but realistically identifying areas for improvement.	10.	establish a classroom atmosphere in which each student, as well as the teacher, assumes the role of "trusted reader."
11.	frequently bring their writings to final form by publishing them in school newspapers, literary magazines, or in dittoed booklets produced in classrooms.	11.	provide opportunities for students to publish their finished writings.

ESSENTIALS FOR AN EFFECTIVE "WRITING TO BE READ" PROGRAM (CONT'D)

	Students		Teachers
12.	read professional and student models of the same kind of writing they are producing to see how "other writers" solve the problems they are confronting.	12.	have students read and analyze various professional and student writing models, not as literary critics, but as writers reading other writers' works.
13.	expect to have their writing "assessed" at every stage; assume that their fellow students and teachers will give them immediate feedback on how to improve their writing drafts.	13.	along with students in workshops, "assess" student writing at every stage by giving immediate feedback on how to improve the writing.
14.	expect to be graded on their finished compositions - not on their successive drafts - expect to be given a grade for their improvement in writing over a marking period.	14.	do not grade drafts of compositions; do grade final, finished pieces; and do grade for writing improvement over a marking period.
15.	frequently produce writing which has not been assigned and expect their classmates to read and respond to it.	15.	create a classroom atmosphere toward the value of effective writing which encourages students to write well independently of the teacher.

C. EXPRESSIVE WRITING

EXPRESSIVE WRITING

One of the most important components of the Neshaminy writing curriculum is regular weekly practice in expressive writing. The Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP) refers to such writing as "self-sustained"; others refer to it as "free" writing. Regardless of label, the purpose of doing expressive writing is to get in touch with one's ideas and feelings, to develop the self-confidence that results in fluent and effective writing, and to provide a source of ideas for other more structured writing assignments.

As the accompanying teaching plan indicates, expressive writing can take different forms: notebook entries, journals, daily logs, brief notes. To be effective, it must be "self-sustained" for 5-10 minutes, deal with topics that are of interest to the writer, include the teacher, who serves as a model for the process, never be graded, and shared with others only if the writer wishes.

"Unfocused" expressive writing has students writing on anything they wish to write about. "Focused" expressive writing has students writing in reaction to a word, phrase, or topic written on the board or dealt with in a preceding class discussion. Whenever any expressive writing is shared, reactions should deal only with content - never organization, style or mechanics (unless something exemplary is noted in these areas) - and should consist of supportive and encouraging written or oral comments.

Teachers should read the accompanying teaching plan carefully before beginning the regular weekly routine of expressive writing. In addition to the guidelines provided in that plan, the following suggestions should be kept in mind:

...A special notebook or section of a notebook should be set aside for expressive writing.

...Topics for "focused" expressive writing may be placed on the board, in a writing center or corner, or in an idea box. Possibilities are limitless: "I wish..."; "My Favorite..."; "Faces"; "A Friend"; "I get upset when..."; "Vacation"; etc.

...Expressive writing is made "public" only if the writer wishes it to be. However, most journal writing and regular notebook entry keeping will include some pieces that the young writer will want to share with the teacher and/or other classmates. At times, these may be read aloud and commented upon in class. At other times, students will want the teacher to read the material in private, in which case some selected written comments are called for. Such comments may ask for more information (e.g., "I'd like to know more about this"); may mirror, reflect, or rephrase the student's ideas, perceptions, or feelings (e.g. "You sound angry here"); or may involve a sharing by the teacher of times when he or she felt, thought, or behaved in a similar fashion (e.g., "I had problems with my parents, too"). These comments are very important in encouraging students to continue with their writing. The teacher becomes an important audience, one that at times approaches that of confidant or trusted friend.

If students are going to keep journals, read carefully "The Student Journal: A Teacher's Guide" - a set of guidelines included in this section. Actually, many of these guidelines are applicable to all forms of expressive writing.

Neshaminy School District

WRITING TO BE READ

Teaching Plan for Self-Sustained Writing

Grade **All Grades**

Mode: Expressive; self-sustained; "free" writing.

Form: Will vary: notebook entries, journals, daily logs, notes.

Audience: The writer only, unless s/he wishes to share with others.

Writer's Purpose: (a) To discover, explore, or examine one's own ideas, feelings and observations about life in general, other people, day-to-day happenings; (b) to develop the fluency that regular writing of this kind can produce; (c) to provide a source of topics for other types of writing.

Assignment: Write about anything that you are thinking or feeling, whether it's something that has happened to you recently, an idea, a daydream, a worry, a hobby, a favorite person, a gripe, or whatever. Or you may wish to write something about the sentence(s) or word(s) that the teacher has written on the board. The object is to fill as much of your paper as you can. If you can't think of anything to say, write, "I can't think of anything to write about" as many times as you have to until you can think of something. You are to keep writing until you are told to stop. Don't go back over what you have written to make any corrections, and don't worry about spelling, punctuation, or grammar. Your writing will not be graded; in fact, it won't be read by anyone else unless you want it to be. I will be writing with you.

I. **Task Analysis:**

A. **Content**

1. Anything the writer wants to write about; no limitations at all. Students must be reassured that, if they wish, this can be very private writing that is shared with no one else and, therefore, may be about whatever is on their minds.
2. Content may be focused on a particular topic that the teacher suggests or writes on the board, or it may be totally unfocused, allowing the student to choose the subject matter.

B. Organization

In whatever order the words come to mind and are put down on paper. Should be no particular concern for coherence. May be stream of consciousness. Will be somewhat disjointed at times.

C. Style and Word Choice

1. Nothing preferred here. Most writing will be very informed and colloquial. Students may change their style and approach from day-to-day.
2. Students should not stop their writing to ponder over the use of particular words or expressions.

D. Mechanics

1. Of no concern at all. Tell students this. Expressive writing is, for the most part, "private" rather than "public" writing. As such, there is no reason to be concerned about mechanics, which are only important when others will read what is written. If the teacher does read student journals or logs, s/he may have to adjust to problems in mechanics that interfere with easy reading.
2. If journals or logs are kept, students may wish to date each entry and leave space between entries. The teacher can then write comments if s/he wishes (see "Evaluating"), assuming students have shared what they have written.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Very little, if any. Such expressive writing as journal, diary, and log entries becomes an established routine with no "warm-ups" or prior discussion.
2. Occasionally, the writing may be deliberately planned to follow a class discussion so that it can be (but need not be) focused upon the discussion in some way; or the teacher may put a word, phrase, or quotation on the board to stimulate a more focused form of self-sustained writing.
3. In a very real sense, self-sustained writing is itself a prewriting activity, since it may produce ideas which form the basis for future writing of a more structured kind.

B. Drafting

1. Allow 5-10 minutes for each period of self-sustained writing. Adjust time to the ability of the group, starting in many cases with just a couple of minutes and gradually increasing to 5-10 minutes.

2. It is absolutely essential that the teacher write along with the students for the same period of time and, if the writing is "focused," on the same topic.
3. Call time while most students are still writing, rather than waiting until most appear to be running out of ideas. As with self-sustained reading, the hope is that some students will want to return at a later time to finish what has been interrupted.
4. Remind students who stop writing during the time period that they should write "I can't think of anything to write about" as many times as they have to in order to keep the pen or pencil moving. The writing must be self-sustained to achieve its purpose.

C. Revising and Proofreading

Very little, if any. Students may cross things out and make changes as they write if they wish, but since in most cases there is to be no publishing, there is no need for revising and proofreading. If the writing should, at a later date, become the source of a piece that is written to be read, then these procedures would be engaged in at that time.

D. Publishing

1. None, unless students wish to share. Occasional sharing can be an important part of motivation; encourage it when the material is not too personal. It is very important that the teacher read aloud his or her writing now and then.
2. If students are keeping journals, they will probably want the teacher to read and make some comments on those entries that they are willing to share. An audience for a journal can be extremely important in keeping up interest in the activity.

E. Evaluating

1. No grades, no red-pencil marking of errors.
2. Comments on journal entries should deal with content only - never mechanics or grammar. Such comments should be supportive and encouraging, e.g., "I know the feeling!" "How did it all turn out?" "I would like to know more about that special day." "You sound very sad here."
3. Students must never feel that the quality of their self-sustained writing will affect their grades, unless they simply resist writing at all during the self-sustained writing period.

III. Sample Teaching Plan

1. At least once a week for 5-10 uninterrupted minutes.
2. Most effective approach may be to vary the type of self-sustained writing, including unfocused and focused forms. Journal writing may be effective for several months, if not for the entire year, but if interest wanes, a period of focused self-sustained writing may provide an important change of pace.
3. If certain days are set aside for the activity, students will quickly get into the routine of starting to write at a predetermined time - as soon as they come into the room, for example. Could be done at the end of a class period as a way of reflecting on what has been learned during the class, or in the middle if the lesson lends itself to some quiet reflection and writing-out of feelings.

IV. Teaching Resources

1. See other material in this section of the curriculum guide, including instructions for journal keeping.
2. Favorite sayings, mottoes, quotations that are readily available from many sources.

Neshaminy School District

WRITING TO BE READ

THE STUDENT JOURNAL:

A Teacher's Guide

I. WHAT IS IT?

A student journal is a writing notebook in which students describe and react to the events and conditions of their daily lives.

A journal is not a diary. It is an idea and feeling book in which students can talk to themselves and with an adult -- the teacher, in this case.

A journal is not just a log of daily events, a point-by-point description of the students' daily activities; instead, it is a record of how students think and feel about their daily lives.

II. WHAT ARE ITS GOALS?

Journal writing has at least two important goals:

(a) to give students the opportunity to express themselves freely and thereby to gain insight into their own feelings and beliefs;

(b) to develop in students the self-confidence necessary for effective and fluent writing.

III. WHEN SHOULD WRITING TAKE PLACE?

Ideally, students should write in their journals whenever they feel like reacting to something that has happened. Since from a practical standpoint this is often not possible, the teacher should schedule the following:

(a) Two or three sessions of journal writing each week, with each session lasting between five and ten minutes. Usually, students write about whatever is on their minds, with little or no teacher direction.

(b) Occasionally, depending on the needs and motivation of the class, the assigning of a topic or list of topics from which students are to choose.

(c) Occasionally, writing sessions growing out of a particular class assignment or discussion. These sessions may be planned or spontaneous.

(d) Every six weeks or so, a "vacation" from journal writing.

IV. WHAT IS THE TEACHER'S ROLE?

The teacher's main function is to serve as an audience for and a respondent to what the students write. Research shows that good writing occurs more frequently when there is a real need to say something to an identified audience.

It is *extremely important* that the teacher respond *only* to the writer's ideas, *and not* to the writer's spelling, grammar, usage, or punctuation. The teacher's role is to carry out his or her half of the basic communication process in order to help the students reach the goals of the program as stated above. "Correcting" and "marking" is reserved for the regular structured writing program; it should not take place here no matter how poorly developed the students' writing skills may be.

While not all entries require teacher comment, most should receive some response in order to encourage further writing.

See Appendix A for sample journal entries and teacher comments.

V. WHAT DO STUDENTS WRITE ABOUT?

There is no limit to possible topics for journal entries. Typically, students write about school life, teachers, family, boyfriends and girlfriends, sports, pets, grades, hobbies, vacations, etc.

In order to avoid journal entries being simply a log of daily events, students should be encouraged to answer such questions as the following:

---How did the experience affect you? Change you?
---How do you feel about the situation?
---What do you think about it?

Writing can encompass many forms -- poems, plays, speeches, interviews, dreams, dialogues, ads, etc.

The occasionally assigned topic should be general but personal, e.g., discuss one of your hopes, fears, strengths, or weaknesses and its relationship to your life; write down a dream or a fantasy you've had recently and analyze its meaning to you; discuss something you dislike and try to decide what it is within yourself that makes you feel as you do about it.

Students should understand that journals are private and that they will be shared with others only if and when students give permission to do so. Entries that students do not wish the teacher to read should be folded over and marked "Do not read."

VI. WHAT MATERIALS DO STUDENTS NEED?

Students should usually write in pen and in cursive form. Ideally, journals should be separate composition notebooks reserved just for journal entries. Some classes may wish to make their own notebooks and notebook covers. If necessary, a special section of the students' regular school notebook may be used.
Students should draw a line across each page four or five printed lines up from the bottom; this space is reserved for teacher comments.
All journals are to be kept by the teacher in a safe and private place.

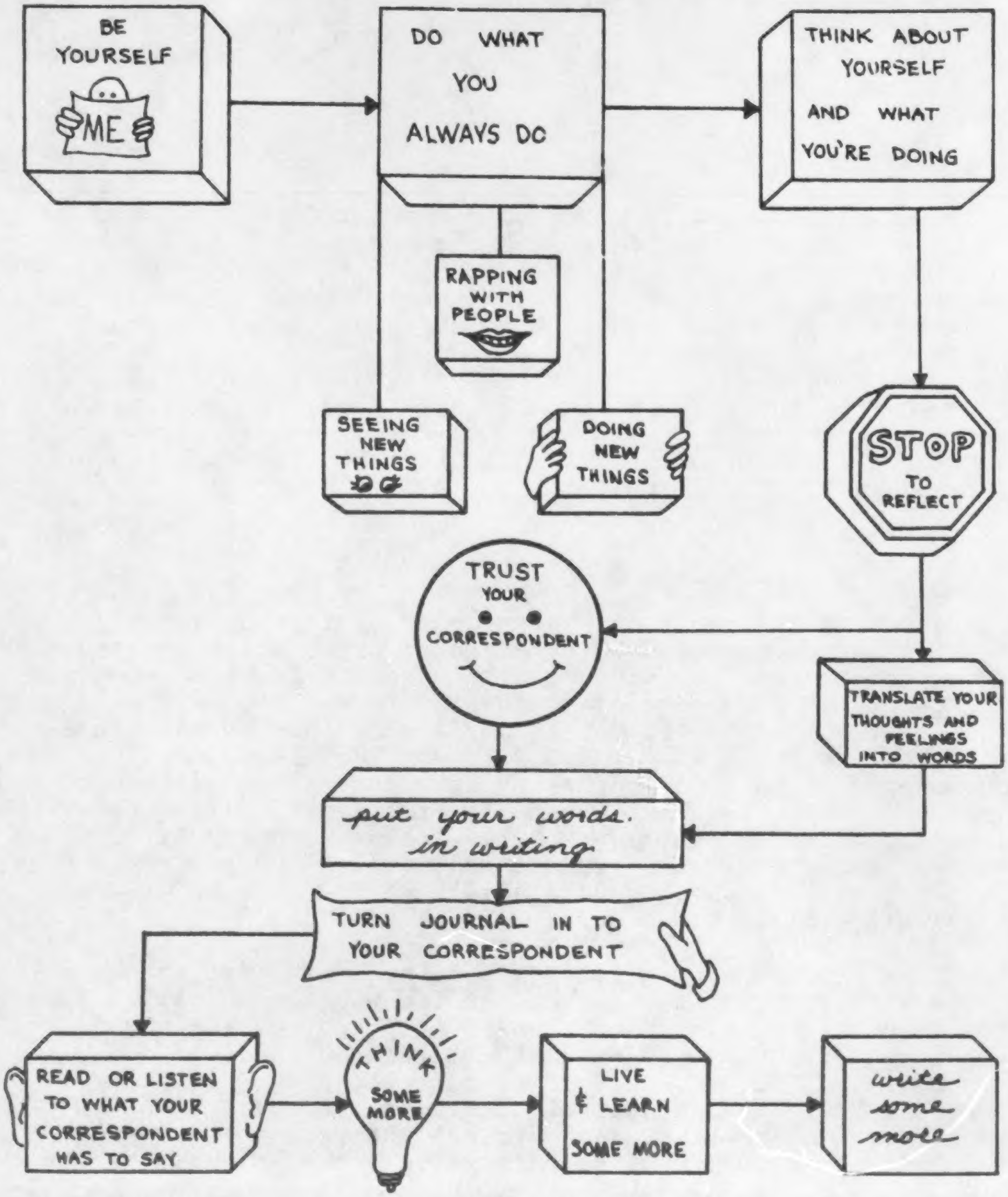
VII. HOW IS THE WRITING EVALUATED?

Journal entries should not be graded. Evaluation should focus on seriousness of purpose and effort. While an entry of two or three lines may be quite adequate for some students, for others it may represent minimal effort. Students should know that while the teacher is not giving them letter grades for their journals, he or she will consider seriousness of purpose and effort in journal writing when it comes time to arrive at a language arts grade for the report card. This does not mean, of course, that the longer an entry is, the better it is, or that a student who normally writes ten lines is not demonstrating adequate effort if at times he or she only writes three lines.

Teachers should plan to read the journals at least once every two or three weeks; otherwise, the two-way communication that makes journal writing a worthwhile component of the curriculum tends to break down and student motivation wanes.

Appendix B presents a journal questionnaire that may be administered to students at the end of the year in order to help assess the personal significance of the journal writing project.

Writing a Journal


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS INTO WORDS
put your words in writing
TURN JOURNAL IN TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

Reprinted from
Student Guide to Writing a Journal,
Northwest Regional Educational Laboratory, 1977

APPENDIX A

Sample Journal Entries and Teacher Comments

#1 Jeff.

I'm back in study hall writing in my journal for this week today is Wensday its a great nice day out. This is the day I take my drum lesson. I've been playing the drums for quite a while, and I enjoy it. Some of my friends and I are trying to get a group together. We need another guitar player

Teacher's reply:

I'm glad to know you are taking drums -- a combo can be a lot of fun.

#2 Bobbie.

I am reading a book about Davy Crockett. And he was borned on August 17, 1786 and his fathers name was John and his mothers name was Rebecca. And Davy was name after his Grandfather. And Davy made a motto of his own and he when by it and it was. Be always sure youre right then go ahead that was the motto he lived by. He was sharpshooter scout, Indian fighter, hunter, and a congressman. He became a legent after death. But no legend can match the excitement of his life and he died on March 6, 1936 at the Alamo and he was the last one to die and he was 1836 years old.

$$\begin{array}{r} -\underline{1786} \\ 50 \end{array}$$

Teacher's reply:

It's a pretty good motto, don't you think? Have you ever been to the Alamo? We were there last summer.

#3 Susan.

Hi, Jane, how are you doing? Wow, what a bad day yesterday turned out to be! School was fine -- I'm still thinking about our discussion of dating. But going home was a monster! I told my Mom I'd wash the car and my brother decided I needed a few instructions. Like, "Don't work too fast or you won't do it right." "Don't forget the windows." "You left the sponge in the driveway." He kept it up until I really felt like turning the hose on him. Sometimes he really makes me mad. Give me a few clues about why he does that. Just cuz' he's older?

Teacher's reply:

I know how exasperating brothers can be sometimes! I guess we all like to be the boss and the expert at times.

APPENDIX B

Name______________________ **Journal Questionnaire** Date______________

Directions: Read back over your journal entries for the entire year. Read carefully and think about what you have written. Then answer the questions the best you can. Use the space provided on this form; if you need more space, use the back of this questionnaire or a separate sheet of paper.

1. What are some of the topics that you have written about in your journal? Try to list about ten.

2. Can you find a "good" day or a "bad" day in your journal? What is the difference? (What makes a good day or a bad day?)

3. How has your journal CHANGED since the first of the year? (For example, kinds of things you have written about, writing style, etc.)

4. What are some things that have NOT CHANGED in your journal?

5. Tell about your most INTERESTING entry. Why is it the most interesting?

6. Looking back over your journal, what can you learn about yourself?

7. By looking at what you have written in your journal, what seems to be most important or most interesting to you?

8. How have YOU changed since the first of the year? (Use your journal as a starting place to answer this question.)

9. What was most fun about keeping a journal? What was least fun?

10. Would you like to keep a journal next year? Why?

11. Use the rest of this page to write down your own feelings about your journal, how it has helped you, how you can use it, how it shows your own growth, etc.

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D. SHORT LESSONS

SHORT WRITING LESSONS

The writing activities that are presented in this section of the guide can be taught, in most cases, in a single day; in fact, most take from between five minutes to forty minutes to teach, making them ideally suited for use in a single secondary school class period or a single elementary school language arts time block.

Because they are shorter lessons than the grade level teaching plans that follow, most do not involve students working through the entire writing process. But each can be used to teach important writing skills, and many of them focus on several skills at one time.

Many of the writing activities in these lessons have been given to the Writing To Be Read Leadership Team to do themselves, and they have found them to be exciting, motivating, and very teachable. Most can be used successfully in all or almost all grades and can bear repeating from time to time. Therefore, none has been assigned to any one particular grade.

The four general headings suggest the nature of the lesson: some emphasize sentence manipulation; some deal with different patterns and special forms of writing; some are based on literature; and still others use objects as the basis for the writing. Teachers are urged to use those lessons that they feel will stimulate good writing and that will help to develop skills that need strengthening.

It should be noted that while the sentence manipulation activities are not placed within the context of actual assignments, they can be used in conjunction with other lessons, including the grade level teaching plans. They are particularly useful in teaching so-called grammar skills, since they stress the development of mature sentence structure or syntax.

I.

SENTENCE WRITING

Title: Sentence Combining

Purpose: To enable students to gain skill in combining sentences through the use of connective words.

Directions: Teacher presents short sentences that can be combined into one. Teacher lists connecting words such as: and, or, but, or because, when to be used as connectors. Students do some at board, do their own from "lifted" sentences, or find other sentences that they can connect.

Examples:

I. and, or, but

1. Mother went to the store. She came home with seven little cakes.
2. My uncle went on a trip. My aunt stayed home.
3. Do you want to play ball? Would you like to swim?
4. Last week our class went to the zoo. We saw many animals.

because, when

1. The children played games. The children had recess.
2. He will go outside. It is a beautiful warm day.
3. I will watch T.V. I have finished my homework.
4. John ran very fast. He caught the ball in one hand.

II. Draw a line through the words you leave out and circle the words you add.

Examples:

s 1. The lucky fisherman caught a bass. ~~He caught~~ a trout, ~~too~~.
s 2. The lucky fisherman caught a bass and a trout.

III. Teacher writes four short sentences on the board. Have students combine them to make two sentences out of the four and then to make one sentence out of the two.

Examples:

s 1. Mrs. Grove has a bird. The bird is green. It talks. It does tricks.
s 2. Mrs. Grove has a green bird. It talks and does tricks.
s 3. Mrs. Grove's green bird talks and does tricks.

IV. Combine three, four, five, and six sentences into just one.

s1. 3 into 1 - All English students loved their teacher.
The students were cool.
The teacher was charming.

Combined: All cool English students loved their teacher, who was charming.

s2. 4 into 1 - The dog was hit by a car.
The dog was running across the street.
The car was driven by a policeman.
The policeman was off duty.

Combined: The dog that was running across the street was hit by a car driven by an off-duty policeman.

s3. 5 into 1 - A man tried to enter a window.
He was suspicious-looking.
He was in a trench coat.
The window was broken.
He was frightened away by a police car.

Combined: A suspicious-looking man in a trench coat who was trying to enter a broken window was frightened away by a police car.

s4. 6 into 1 - The explorers saw formations.
The formations were glistening.
The formations were black.
The formations were rock.
The formations were rising hundreds of feet in the air.
The formations were one of Asia's greatest wonders.

Combined: The glistening black rock formations that the explorers saw rising hundreds of feet in the air were one of Asia's greatest wonders.

*****

2.

Title: Sentence Expansion

Purpose: To practice writing mature sentences by expanding basic sentence patterns into increasingly longer sentences.

Directions Teacher writes a noun and a verb on the board (e.g., "boy" and "ran") and asks students to describe the person, place, or thing (the noun) and what it is doing (the verb) further by answering questions about the noun and verb, (e.g., How does he look? What is he wearing? What did he do? Where did he go?) The words or phrases given as answers are added to the sentence, one or two at a time, until the teacher considers the sentence fully expanded. Avoid supersentences that may be fun to construct but that sound stilted and defeat the ultimate purpose of developing the student's feeling for a natural prose style.

Examples:

Step 1: boy ran
Step 2: The short, fat boy ran.
Step 3: The short, fat boy in blue jeans ran.
Step 4: The short, fat boy in blue jeans and a tee-shirt ran.
Step 5: The short, fat boy in blue jeans and a tee-shirt ran to the movie.
Step 6: The short, fat boy in blue jeans and a tee-shirt ran to the movie with two of his friends.

*****

3.

Title: Sentence Substitution

Purpose: To practice different ways of expressing the same idea. To develop an awareness of the many options available in constructing a sentence.

Directions: Write sample sentences on board showing different ways of saying the same thing. After students comment on the sample sentences and notice the different constructions, the teacher puts three sentence parts or phrases on the board, and students write as many different ways that they can think of to form sentences from these same phrases.

Examples: Teacher Samples

1a. The man with brown eyes was identified as the robber.
1b. The man who had brown eyes was identified as the robber.
1c. The brown-eyed man was identified as the robber.
2a. The building with a golden dome burned down.
2b. The building that had a golden dome burned down.
2c. The golden-domed building burned down.

3 (continued)

Student Assignments: shoes → high heels → cost more
animal → long tail → is dangerous

Variation: Use other structures, such as infinitive/gerund option in the direct object position.

Teacher Samples:
1a. I like to walk in the rain.
1b. I like walking in the rain.
1c. Walking in the rain is for me.
2a. My sister loves to shop downtown.
2b. My sister loves shopping downtown.
2c. Shopping downtown is fun for my sister.

*****

4.

Title: Sentence Manipulation "W" Sentences

Purpose: To practice building sentences from key words.

Materials Needed: 3 x 5 cards containing following information:

1. 25 cards, each containing a noun (who)
2. 25 cards, each containing a noun (what)
3. 25 cards, each containing a time (when)
4. 25 cards, each containing a place (where)

Directions: Choose one card from each of the four categories and write a sentence that uses all four words:

Example: Tom dog today school

Tom brought his dog to school today.

Since there are many cards needed for each category, students could help make the cards. Variations include choosing different types of words and parts of speech, as well as adding phrases and clauses.

*****

5.

Title: Word Manipulation

Purpose: To compose several sentences containing specific words in order to have practice manipulating words and sentence structure.

Directions: See how many sentences you can write using the four words listed below in each sentence. You may change the nouns by making them plural and the verbs by changing their tense. You may also change some words by adding suffixes or prefixes.

Example: happy tree winter always

1. The little girl was always happy to see the snow-covered tree in winter.
2. I am always happy to see the evergreen tree in winter.

*****

6.

Title: Sentence Skeletons

Purpose: To compose several sentences according to a given pattern in order to practice manipulating sentence structure.

Materials Needed: None

Directions: Write at least five sentences in which the first word of every sentence begins with the letter "c" and the last word of every sentence begins with the letter "t". Each sentence must contain exactly five words. (Teacher should provide a model on board.)

Example: Cathy went swimming on Tuesday.

Could Sally come home tomorrow?

Churning water ran in torrents.

Capable students passed the test.

Carefully he pulled the trigger.

Letters and sentence lengths should be varied in order to provide practice with different sentence constraints and parts of speech.

*****

7.

Title: Sentence Completion

Purpose: To practice writing complete sentences from different beginnings.

Materials Needed: A list of sentence beginnings.

Directions: Finish these sentences using more than one word. (Teacher should provide model on board.)

Example:
Homework is ______________________________.
Yesterday I ______________________________.
We saw __________________________________.

Variations: Students use their endings to create new sentence beginnings.

*****

8.

Title: Sentences with Specific Number of Words

Purpose: To compose several complete sentences containing specific number of words in order to practice manipulating sentence structure.

Directions: Write at least five sentences each of which contains exactly seven words. (Teacher should provide model on board.)

Example: The little girl fell in the mud.

Variations:

1. Follow same procedure, but use number of syllables instead of number of words.
   Example - 8 syllable sentence:
   The little girl fell in the mud.
2. Use greater number of syllables for more able students.

*****

9.

Title: Different Uses of Same Word

Purpose: To become aware that one word may have many different meanings according to context.

Directions: Select words: run, jump, fly, etc. Have students and teacher give examples of different ways in which each word may be used in different contexts.

9 (continued)

Examples:

1. The men run.
2. She has a run in her stocking.
3. He will not run in the next election.
4. There is a run on ice in warm weather.
5. He gave a run-down of the day's activities.

*****

10.

Title: Witholding a Common Word

Purpose: To construct several sentences without using a designated common word.

Directions: Write several sentences without using the word "the". Each sentence must contain at least five words.

Example: Mrs. Evans decided not to go shopping.

Variation:

1. Delete other common words, e.g., "a," "as," "for."
2. Increase length of sentences.

*****

11.

Title: Verb Replacement

Purpose: To develop language skills through the use of precise verbs.

Materials Needed: A list of ten sentences containing general rather than specific verbs.

Directions: Read each sentence and replace the general verb with a more interesting, precise, and/or appropriate verb.

Example:

Sue ran around the park this morning.
Sue jogged around the park this morning.
The snake moved through the jungle.
The snake slithered through the jungle.

*****

12.

Title: Word Sentences

Purpose: To compose several sentences each word of which begins with a specified letter. in order to practice manipulating sentence structure.

Directions:

1. Teacher puts a word on the board.
2. Students write as many sentences as they can in five minutes using each letter of the word as the first letter of the words in each sentence. Teacher should provide model on board.

Example: Use the word "TIME"

1. Tim is my enemy.
2. The igloo melts easily.
3. Turn in Mary's essay.

Variation:

- Students may suggest words to use.
- Use longer words for more able students.

*****

13.

Topic: A B C Sentence

Purpose: To compose sentence(s) using the letters of the alphabet in succession in order to have practice manipulating sentence structure.

Directions: Choose several letters in alphabetical succession and write short sentences using each letter as the first letter of each word in the sentence.

Example:

A baby can dye eggs.
Four girls have initial jewelry.
K___L___M___N___O___
P___Q___R___S___T___
U___V___W___X___Y___Z___

Variation: Start at end of alphabet and write short sentences.

Example:
Zeus yelled,"Xylophones will vanish!"
U___T___S___R___
Q___P___O___N___M___
L___K___J___I___H___
G___F___E___D___
C___B___A___

*****

14.

Title: Sentence Matching

Purpose: To provide practice in recognizing sentences.

Directions: Find the person in the room who has a word group that will match your word group to make a complete sentence. After you have combined them to make a sentence, write another sentence that could logically follow.

Materials Needed: Pairs of index cards containing groups of words that when combined make a sentence.

Example: Card #1: When Aunt Martha danced at the disco, ...

Card #2: .....she felt her legs begin to tingle.
Follow up sentence composed by the students:
When her legs began to tingle, instead of dancing, she sang a jingle.

*****

15.

Title: Chain Sentences

Purpose: Compose several complete sentences according to a chain relationship of letters.

Directions: Write at least five sentences that begin with your first name and in which each succeeding word begins with the letter that the previous word ends with (teacher should provide model on board).

Example: Jean needs some eggs, soda, and dynamite each hot Tuesday.

*****

16.

Title: Writing from a Headline

Purpose: To compose a "topic" sentence that would serve as an appropriate first sentence in a news article based on a particular headline.

Materials Needed: Headlines from a newspaper.

Directions:
- Display a headline from a newspaper.
- Students are to write a "topic" sentence appropriate for a news article based on the headline.
- When topic sentences have been written, read the real sentence from the newspaper and compare with the classes'.

16 (continued)

Variations:
- -May be done in groups, each group working with a different headline.
- -May write the concluding sentence.
- -May write an entire article.

*****

17.

Topic: Pictures - Captions

Purpose: To compose several sentences related to specific pictures.

Materials Needed: Pictures of people from magazines, newspapers, etc.

Directions: Using five or six pictures of different people, have each student write a sentence for each telling what the people are saying.

Variations: Use all types of pictures and write sentences pertaining to them.
Examples:
Pictures of animals - What are they saying?
Pictures of a room - What is this room used for?
Pictures of actions - What is happening in this picture?
Pictures of cars - Who might own them?
Picture of a house - Who might live there?

*****

18.

Title: Nonsense Words

Purpose: To be able to write a definition that is clear enough for a person to understand the word.

Directions: Make up a nonsense word. Use the word in five different sentences. The sentences should progress from the general to the particular so that the reader will know its part of speech and have a clear picture (if noun) of what the object looks like.

18 (continued)

Example:

clarinet

1. I must remember to bring my gyptex.
2. My gyptex needs a new reed.
3. Some of the keys on my gyptex need new pads.
4. There are several gyptexes in our school band.
5. One must have breath control in order to blow a gyptex.
6. A gyptex is approximately 18 inches in length, made either of wood or plastic, and is often played in jazz groups.

Exchange papers with a partner. Write a definition for your partner's word; indicate the part of speech; and, if a verb, show how to form its different tenses.

II.

WRITING WITH SPECIAL PATTERNS AND FORMS

1.

Title: Creative Recipe Writing
(for a disastrous day, love,
mother, brother, marriage,
great day, etc.)

Purpose:
To encourage creativity.
To practice following a pattern in writing.
To develop group skills.

Materials: A sample of a real cookbook recipe.

Directions:

1. Discuss the ingredients, proportions, and the directions for combining.
2. Discuss possible results when directions are ignored, changed, or misinterpreted.
3. Do sample recipe for an abstract idea as a class.
4. Have students discuss possible topics. List various ingredients for the topic or...
5. Have teacher select a topic and students brainstorm ingredients.
6. Have students write individual recipes.
7. Share by reading aloud.

Example:

"Recipe for Great Day"

Ingredients:
1 sunny day
1 smile
1 twenty dollar bill
4 cups of enthusiasm
2 quarts of energy

Directions:

1. Combine sunny day with smile.
2. Stir vigorously with $20 bill.
3. Gradually add 4 cups of enthusiasm.
4. Fold into pot with 2 quarts of energy.
5. Cook until sunset.
6. Serves 2.

*****

2.

Title: Bumper Stickers

Purpose:
To persuade, amuse and inform the reader.
To encourage writer to select graphic language for maximum impact.

Directions:

1. List recalled bumper sticker slogans.
2. Group slogans on the board according to categories or topics dealt with. Discuss what makes them clever or funny.
3. Brainstorm possible alternative topics.

2. (continued)

4. Choose a topic. List all words which come to mind which are associated with topic.
5. Students select word/or phrases and write one or more slogans. These could reflect either diverse views of subject or humorous/serious views.
6. Students read aloud their slogans.

*****

3.

Title: Campaign Buttons

Purpose: To design "campaign" buttons to promote an idea or a cause.

Directions:

1. Arrange class into groups of five.
2. Teacher distributes prepared 3 x 5 cards with suggested topics. Examples:
    - Promoting comic books.
    - Promoting student power.
    - Promoting windmill power.
    - Promoting specific musical group/movie.
    - Promoting pizza.
    - Eliminate homework.
    - Current issues of interest.
3. Each group develops a button to promote the cause selected. It should include a written slogan and a visual symbol or graphic design.
4. Each group shares its button with the other groups. If the button communicates well, other students should be able to identify the cause and the point of view being expressed.

*****

4.

Title: Lost and Found

Purpose: To precisely and succinctly describe an item or pet so that it can be identified. (Informative/Practical Writing).

Materials: Items from Lost and Found section of newspaper.

Directions:

1. Teacher asks students if they have ever lost anything.
2. Teacher/student read aloud Lost and Found notices.
3. Teacher and students analyze ad for value of information given.

4. (continued)

4. Teacher and students select classroom item and list distinguishing characteristics of item.
5. Students, in groups or individually, compose Lost and Found notice selecting only pertinent information.
6. Students exchange notices for proofreading and revising.
7. Original author rewrites if necessary.
8. Post these notices on the bulletin board.

*****

5.

Title: Concrete Poetry

Purpose:

1. To describe an object using picturesque language.
2. To create a poem in the shape of the object described.
3. To expand vocabulary.

Materials Needed: An object to describe.

Directions:

1. Teacher shows object to class and students suggest words or phrases that either describe or elicit feelings about the bbject.
2. Teacher encourages sensory responses.
3. Students review list, selecting words or phrases which seem most graphic to them.
4. Students arrange words and phrases in shape of object.

Optional Activities:

1. Students use words or phrases from magazine or newspaper to shape object.
2. Ditto concrete poems and compile class booklet.

*****

6.

Title: Horoscope

Purpose: To encourage student creativity and imagination through a focused, patterned writing activity. To develop skills in group work.

6. (continued)

Materials Needed: Five sets of 3 x 5 cards. On each card in each of the different sets draw the same abstract design that can serve as a new zodiac sign. Make it suggestive but not specific.

Directions:

1. Give a card containing a design for a new zodiac sign to each student in random fashion.
2. Have students form five groups by matching cards with the same sign.
3. Have each group -
   a. choose a name and the designated dates for their zodiac sign;
   b. list major characteristics, both strong and weak, of persons born under the sign; and
   c. write an "advice for the day" paragraph that might appear in a daily newspaper horoscope.
4. Have a spokesperson for each group show the sign and read aloud the name, dates, personal characteristics, and "advice for the day."

*****

7.

Title: Diamanté (diamond) Poem

Purpose: To create poetry and to reinforce understanding of speech by placing them into a set pattern.

Materials Needed: Newsprint and Magic Markers or crayon.

Directions:

1. Group students. Give each group a naming word, e.g., egg, rain drop, car, seed.
2. Ask each group to follow this pattern in creating a diamanté:
   1st line - 1 naming word (noun).
   2nd line - 2 words describing first word (adjectives).
   3rd line - 3 words ending in -ing or -ed telling something about first word (participles).
   4th line - 4 naming words that have something to do with the first word (nouns) and the last two of which may begin to describe a change.

7. (Continued)

  - 5th line - 3 words ending in -ing or -ed showing some change in the first word (participles).
  - 6th line - 2 words describing and carrying an idea of change (adjectives).
  - 7th line - 1 naming word that shows that the idea, object, or process described in first word has changed.

3. Share group poems.
4. Have each student choose his or her own naming word and follow the diamante pattern. Emphasize importance of choosing a word whose meaning can undergo some kind of change in the poem.
5. Share the results.

Sample:

Car
shining, new
cruising, stopping, revving
Drivers, friends, admirers, darers
racing, cornering, skidding
crumpled, bloody
Wreck

*****

8.

Title: **Grocery Gossip Dialogue**

Purpose: To reinforce the writing of dialogue using correct capitalization and punctuation.

Materials Needed: Teacher may want to have the food section of the newspaper available for the children to look through.

Directions:

1. Ask students to think of the various items that their mothers buy at the grocery store. List on the board.
2. Have students choose at least two items from the list and write a brief conversation that the items may have in the grocery bag on their way home.
3. Remind students to use their language books as a reference for writing the dialogue correctly.

Example: "This bag is really soft and comfortable," remarked Ajax, the cleanser.
"That's because you're sitting on me!" grumbled Charmin.

*****

9.

Title: Travel Advertisement

Purpose: To design an advertisement to help promote interest in a location the writer likes to visit.

1. Select a place you would like to visit, anywhere in the world.
2. List reasons why you would like to visit this place.
3. Focus on primary reason(s); state in a sentence; underline key words.
4. Select, replace, refine key word choices for impact.
5. Substitute pictures which will become symbols for some of the words, e.g., dollar - $.
6. Arrange words and symbols in a meaningful, artistic fashion in the form of an advertisement for visiting the location.

*****

10.

Title: Advertisement

Purpose: To write an advertisement for an original product.

Materials Needed: Construction paper, oak tag, crayons, markers, scissors, rulers.

Directions:

1. Have students clip advertisements from magazines to examine style and content.
2. List qualities of advertisements on board, e.g., descriptive phrases, emphasis of message, to whom message is directed, and how buyer will be affected by purchase of product.
3. Have students "brainstorm" a new, needed, or humorous product.
4. Write an original advertisement for a new product, e.g., Broccoli-flavored Soda.
   Illustrate your product.
   Students may select from ideas brainstormed by class.

*****

III.

WRITING ABOUT LITERATURE

1.

Title: Brand Names

Purpose: To alert students to persuasive significance of brand names.
To encourage imaginative, creative writing.

Directions: Put students in groups.
Have each group list approximately 10 - 20 brand names which immediately come to mind.
Examples: Virginia Slims, Zest, Mustang.
Each group is to write a very short story using the brand names as names of characters, places, actions, etc.

Example: "Ms. Virginia Slim hunted mustangs with great zest." etc.

*****

2.

Title: Rummage Sale

Purpose: To review literary works studied.
To develop skill in group work.

Directions: Groups will prepare three column lists that include the names of characters from literature or reading texts, items these characters would put in rummage sale, and the reason they would no longer need these items.

Examples:

Huck Finn	raft	decided to live on land
Wilbur	Charlotte's Web	because he is loved and respected
Cinderella	broom	doesn't have to do household chores anymore

Follow-Up Activities:

1. Groups are asked to write interesting ad for rummage sale.
2. Students write a dialogue between two or more items commenting on their lives, or on the appearance of other items, or on the character selling the items, or on the character buying the items.
3. Ask students to be one of the items and write personal histories of themselves.

3.

Title: Nonsense Words

Purpose:

To identify structural elements of words, prefixes, suffixes.
To practice pronunciation skills.
To compose sentences and paragraphs.
To use dialogue (if applicable.)

Materials Needed:

A set of 3 x 5 cards with six nonsense words on each card. For example:

blix
threab
appable
fuffle
framize
tenpob

Optional: place names of literary characters on cards to be incorporated in the story.

Directions:

Each person in the group or class is to write a paragraph or an anecdote in which the given nonsense words are used in context. When they have finished, children share the writings with each other.

Variation: The entire group or class brainstorms and writes the paragraph together.

*****

4.

Title: T.V. Guide

Purpose:

To condense the plot of a book or story into the format of a T.V. Guide entry.

Materials Needed:

A few copies of T.V. Guide or a similar publication.

Directions:

Read sample entries from T.V. Guide to class. Direct students to summarize the plot of a favorite book or story in the style of a T.V. Guide entry.

*****

5.

Title: Headline or News Bulletin

Purpose: To condense information using appropriate figurative language such as alliteration.

Materials Needed: Prepare 3 x 5 cards with the name of a literary character on each or have children choose their own literary characters to place on the cards.

Directions: Distribute one card to each child. Have students compose an appropriate headline or news bulletin relating to their character.

Examples: Crusoe Hits Land
Third Pig Foils Wolf

*****

6.

Title: Writing a Letter To or About a Literary Character

Purpose: To show understanding of a specific character in a specific situation.
To practice the proper form of letter writing.
To write from a point of view other than the author's.

Directions: Choose a character from literature. Then, write a letter using one of the following purposes:

1. Write a letter to persuade a character to take a specific course of action.
2. Write a letter to persuade an author to change the ending.
3. Write a "Dear Abby" type of letter to give a character advice.
4. Write a letter to a character in a book to explain why the character would be better living in another time period.
5. Write a letter as one character in a story to another character in order to change the course of action within the story.

*****

7.

Title: Who Would You Like To Be?

Purpose: To explore students' knowledge and understanding of literary characters.
To help students see connections between characters in literature and themselves.

Directions: Ask each student to pick a character from his/her reading that the student would most like to be and write a paragraph stating the reasons.

*****

8.

Title: Lone Rangering

Purpose: To write a story from apparently disparate elements in order to practice putting together important story elements.

Materials Needed: Five groups of 3 x 5 cards. Cards are to be grouped according to the following five categories: Setting, Good Guy, Bad Guy, Problem, Solution. One side of each card should state one of the general categories. The other side should provide information relevant to that category.

Directions: When students are in groups, the instructor offers one person in each group the choice of one card from each of the five categories. Cards are to be left with only general category showing until each group has received its allotment. At the direction of the instructor, each group examines its cards and writes a story. The story should place the good and bad characters in a setting, state their problem, and work in the solution.

Examples: Under the category Setting may be written "The Alps" or "Ships at Sea."
Under the category Good Guy may be written "Snow White" or "Superman."
Under the category Bad Guy may be written "Iago" or "Captain Hook."
Under the category Problem may be written "Stalked by Wild Animals" or "Locked in a Trunk."
Under the category Solution may be written "were married and lived happily ever after" or "drowned at sea."

*****

IV.

WRITING ABOUT OBJECTS

1.

Title: Five Into One

Purpose: To take a group of unassociated objects and incorporate them into a cohesive narrative.

Directions:

1. Divide class into groups of five, each student to provide an object from purse, wallet, or desk.
2. Students write a group story incorporating the five objects in the narrative.
3. Each group shows the class its objects and then reads their story.

*****

2.

Title: Used & Abused

Purpose : To practice making inferences from observations and combining them into a coherent narrative.

Materials Needed: Assorted used objects (stub of pencil, apple core, worn sneaker, damaged comb).

Directions:

1. Display the used objects.
2. Have students select one object, decide how the object came to look as it does, and then write the story.

*****

3.

Title: Mix & Match

Purpose: To form an association between the visual, written, and verbal elements of the language.

Materials Needed: Newspaper or magazine pictures of faces.

Directions:

1. Display assorted pictures on board.
2. Number pictures.
3. Write a caption or dialogue for each picture and display them separately.
4. Each student selects a caption or dialogue and reads it to the class.
5. Class must match the dialogue or caption with the picture for which it was written.

Note: Same format may be used to depict family members. Select two pictures which might be family members (aunt, uncle, brother, sister, cousin) and write a dialogue between the two.

4.

Title: You! You! You!

Purpose: To encourage students to use printed materials to compose sentences and/or paragraphs about themselves.

Materials Needed: Magazines, newspaper, paper.

Directions:

1. Students search through magazines and newspapers for words or phrases that describe themselves.
2. Students cut out these words and arrange them on construction paper, oak tag, or a piece of wood in sentence form or as a short paragraph describing the "writer" (student).

*****

5.

Title: What Is It?

Purpose: To strengthen observation skills and ability to express in written form.

Directions:

1. Students mentally select an object in the room.
2. Students write a paragraph describing the object - without naming it - to guide class in identifying the object.
3. Teacher numbers the papers and circulates them in the classroom.
4. Each student tries to identify each object by its written description only, recording the name of each object on a numbered piece of paper.

*****

6.

Title: The Gripe Machine

Purpose: To find imaginative solutions to realistic problems.

Directions:

1. Arrange class into groups of five.
2. As a group, list the tasks that you dislike having to do at school.
3. Agree on three or four of the tasks and design a machine that will do them for you.
4. Do a diagram of the machine with magic markers on a large sheet of paper.
5. Write a commercial for your machine, trying to sell it to the rest of the class.

*****

7.

Title: A Hard Sell

Purpose: To observe the unique features of a given item and create a persuasive statement intended to promote the sale of that item.

Directions:

1. Arrange class into groups of five.
2. Write an advertisement for a one minute commercial to sell an unusual item.
3. You may use one of the examples below or one of your own creation.
   a. 1 pound of hot air
   b. 1 used World War II bomber
   c. 5 broken nails and a pound of sawdust
   d. 2 used paper towels
4. Prepare for class presentation.

*****

8.

Title: Celebrity Birthday Party

Purpose: To write a justification for selecting a particular gift for a special person.

Directions:

1. Display a wrapped gift.
2. Have each student select a favorite celebrity to whom the gift might be given (movie star, sports figure, musical group member, T.V. personality, political personality).
3. Have each student write a description of the gift they would give to the celebrity they have chosen and explain why they made that selection.

*****

E. GRADE LEVEL PLANS

GRADE LEVEL PLANS

The writing plans in this section of the guide are designed to be taught at particular grade levels. Each one of them takes students through the different stages of the entire writing process, from prewriting to publishing. Most of them, therefore, take at least two days to teach, and many take several days.

The plans are deliberately designed to include at each grade three modes or types of writing: literary/imaginative, informative/practical, and analytical/persuasive. In addition, each grade includes different forms of writing and, whenever feasible, different audiences for the writing.

Teachers should read through an entire plan before implementing it in the classroom. It is important to become thoroughly familiar with the overall format in order for the lessons to be effectively taught. An explanation of the format of the grade level plans follows this introduction. It is presented in the format of the plans themselves.

It is hoped that once teachers have tried some of the plans, suggestions for additional ones will be forthcoming. Blank copies of the forms have been included for this purpose. If teachers will fill them out - if only partially - and send them to the Language Arts Supervisor, copies will be made for all district teachers at that particular grade level to include in their guides.

Teachers may wish to refer to the section of this guide devoted to a detailed explanation of the writing process (Section B) for additional ideas and suggestions to supplement those provided under each of the major headings for the different plans.

Neshaminy School District

WRITING TO BE READ

Explanation of Grade Level Plans

Grade: All Grades

Mode: Four types defined in terms of the writer's purpose:

1. Expressive/Personal
2. Literary/Imaginative
3. Informative/Practical
4. Analytical/Persuasive

Form: "Real life" written format, not just "school essay" or "composition." Letters, ads, reports, stories, editorials. etc.

Audience: Often the teacher and/or classmates, but should reach out to include others in school, community, general public, e.g., friends, parents, principal, newspaper readers.

Writer's Purpose: Explains why the writer is writing - what s/he hopes to accomplish. Reflects the above three categories - mode, form, audience. Example: To write a letter (form) containing directions that inform (mode) an out-of-town friend (audience) on how to get from their house to the writer's house by car. (This is an example of a purpose that is highly structured for the student. Other purposes may be left open for the writer to set.)

Assignment: Describes the writer's task in the words the teacher will use in presenting it to the students. Must be very explicit regarding the purpose for writing and any special requirements in the four skill areas (see Task Analysis).
Example: Using the proper friendly letter format, write a three paragraph letter to an out-of-town friend in which in one of the paragraphs you provide directions for getting from his/her house to yours by car. Include a short opening and closing paragraph that establishes the reasons for the trip and your personal feelings about seeing your friend.
(This is an example of an assigmment that has "high" structure. Other assignments may have "medium" or "low" structure, providing the writer with more options.)

I. **[illegible] Analysis:**

Determines what the writer has to do to successfully complete the assignment. Teacher must use the information gained from this analysis to plan his/her teaching procedures. Focuses on critical skill components in four areas:

A. **Content:**

The topic(s), idea(s), subject matter, story, etc. to be written about. Limitations on scope and coverage.

B. **Organization:**

The arrangement of the content according to patterns of classification, categorization, enumeration, etc. Special format considerations as dictated by the form, e.g., business letter, ballad, resumé.

C. **Style and Word Choice:**

Sentence structure, tone, and point-of-view considerations as they relate to purpose and audience. Particular assignments may require that attention be given to special types of words, e.g., strong verbs, vivid adjectives for narrative and descriptive forms of writing.

D. **Mechanics:**

Punctuation, capitalization, usage matters. Manuscript format. Special considerations as dictated by the form, e.g., dialogue punctuation in stories, punctuation of poetry, capitalization of story titles.

II. **Procedures for Teaching the Writing Process:**

Suggests teaching and learning activities for each stage of the writing process.

A. **Prewriting**

Provides procedures for getting students ready to write. Not just interesting ways to introduce the assignment and motivate the writing but techniques for generating content, narrowing focus, organizing ideas. Activities involve entire class, small groups, pairs, as well as individuals. Assignment may or may not be presented here.

B. **Drafting**

Directs teacher to present assignment, if not already done. Directs students to write draft. Provides suggestions for teaching critical skills if appropriate to do so at this point. Establishes focus for evaluation - usually 2 - 3 critical skills from the Task Analysis.

C. **Revising and Proofreading**

Suggests procedures for enabling students to "re-vision" their writing. Ways of improving content, organization, and style using peers and teacher as audience. Working in pairs, small groups, and with entire class, as well as individually. Same audiences and groupings for proofreading of mechanics. Writing of second draft and additional ones if necessary.

D. **Publishing**

Provides suggestions for completing the "writing to be read" objective. Sharing with the audience for whom the writing is directed - usually not just the teacher.

E. **Evaluating**

An on-going activity throughout the writing process but placed here to remind the teacher of the focus for evaluation if same form of marking or grading is to be placed on the final product. Focus is usually the 2 - 3 critical skills from the Task Analysis that are judged most important for successfully completing the assignment and/or for improving the quality of the writing of the students doing the assignment.

III. **Sample Teaching Plan**:

Recommends method for pacing the teaching plan over a series of days based on considerations of how long each stage of the writing process will take and the most effective ways of grouping the different activities. Enables teacher to plan ahead more realistically.

IV. **Teaching Resources**: (if included)

Lists books and materials useful in teaching the different parts of the unit.

Neshaminy School District

WRITING TO BE READ

"Yummy in the Tummy"

Grade 1 Page 1 of 2

Mode: Persuasive/Analytical **Form:** Paper Plate Ad **Audience:** Peers

Writer's Purpose: To persuade others to eat one's favorite food.

Assignment: Write at least five words telling why others would like your favorite food.

Materials Needed: One paper plate per child.

I. Task Analysis:

A. **Content**
  1. Five or more descriptive words.
  2. Words relate to the drawing or picture of the food.

B. **Organization**
  1. Picture on one side of paper plate.
  2. Words in list form on other side.

C. **Style and Word Choice**
  Words describe sensory qualities of the food: taste, smell, appearance.

D. **Mechanics**
  Correctly spelled words.

II. Procedures for Teaching the Writing Process:

A. **Prewriting**
  1. Each child selects his or her favorite food and writes its name on a paper.
  2. Teacher leads class discussion about reasons these are their favorite foods - taste of food, appearance of food, smell of food.

B. Drafting

Child thinks of five or more words that best describe his or her favorite food and writes these words on the paper.

C. Revising and Proofreading

1. Teacher helps with spelling.
2. Children write final copy and paste on the back of a paper plate.
3. On the front of the paper plate children draw or use magazine pictures of their favorite food.

D. Publishing

Children display their paper plate foods and read their words to the class.

III. Sample Teaching Plan

Day 1

Prewriting and drafting activities.

Day 2

Revising and proofreading activities.

Day 3

Publishing activities.

Neshaminy School District

WRITING TO BE READ

"Lost and Found"

Grade 1 Page 1 of 2

Mode: Literary/Imaginative Form: Riddle Audience: Peers

Writer's Purpose: To write a riddle describing an object that one has been given.

Assignment: Write a riddle describing an object that you have been given.

Materials Needed: Various common objects, such as pencils, erasers, rulers, barette, and bubble gum that are concealed in paper bags or envelopes.

I. Task Analysis:

A. Content
1. Riddle contains at least three clues.
2. Object described but not named.

B. Organization
Each sentence contains at least one clue.

C. Style and Word Choice
1. Clear description of object including specific physical characteristics.
2. Clues written in complete sentences.

D. Mechanics
1. Each sentence begins with a capital letter.
2. Each sentence ends with proper punctuation.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Teacher reads several riddles to the class and has them guess the answer. This establishes the pattern the children will be using.
2. Teacher has an object concealed in a paper bag. She selects three or four students to help write a riddle describing the object. Children suggest clues and teacher writes the riddle on the board. Class guesses what the object is. Process may need repeating. Teacher should point out physical characteristics, such as size, shape, color, its use, etc.
3. Teacher distributes concealed objects to class.

B. Drafting

1. Present assignment.
2. Children should include at least three clues describing their object.
3. Object should be described as clearly as possible without naming it.

C. Revising and Proofreading

1. Teacher provides one-to-one assistance as needed.
2. Final copy is written.

D. Publishing and Evaluating

1. Objects are displayed on a "Lost and Found" table.
2. Each child reads his riddle and selects someone to find the object described in the riddle.
3. If s/he selects the correct object, s/he becomes the next person to read his riddle.
4. This activity can be organized into a bulletin board or display table.

III. Sample Teaching Plan

Day 1
Prewriting activities #1 and 2.

Day 2
Prewriting activity #3 and drafting activities.

Day 3
Revising and proofreading activities.

Day 4
Publishing/Evaluation activities.

Neshaminy School District

WRITING TO BE READ

Grade 1 **Beginning Writing Experience** Page 1 of 3

Mode: Informative/Practical **Form:** Report **Audience:** Peers and Teachers

Writer's Purpose: To share with the reader the actions of the writers' hands.

Assignment: Trace your hands on a piece of paper and write a sentence telling something that your hands can do.

I. **Task Analysis:**

A. **Content**

1. Observing the manipulative qualities of the hands.
2. Associating action with the written word.
3. Tracing the hands (student with partner).
4. Writing a sentence telling the actions of hands.

B. **Organization**

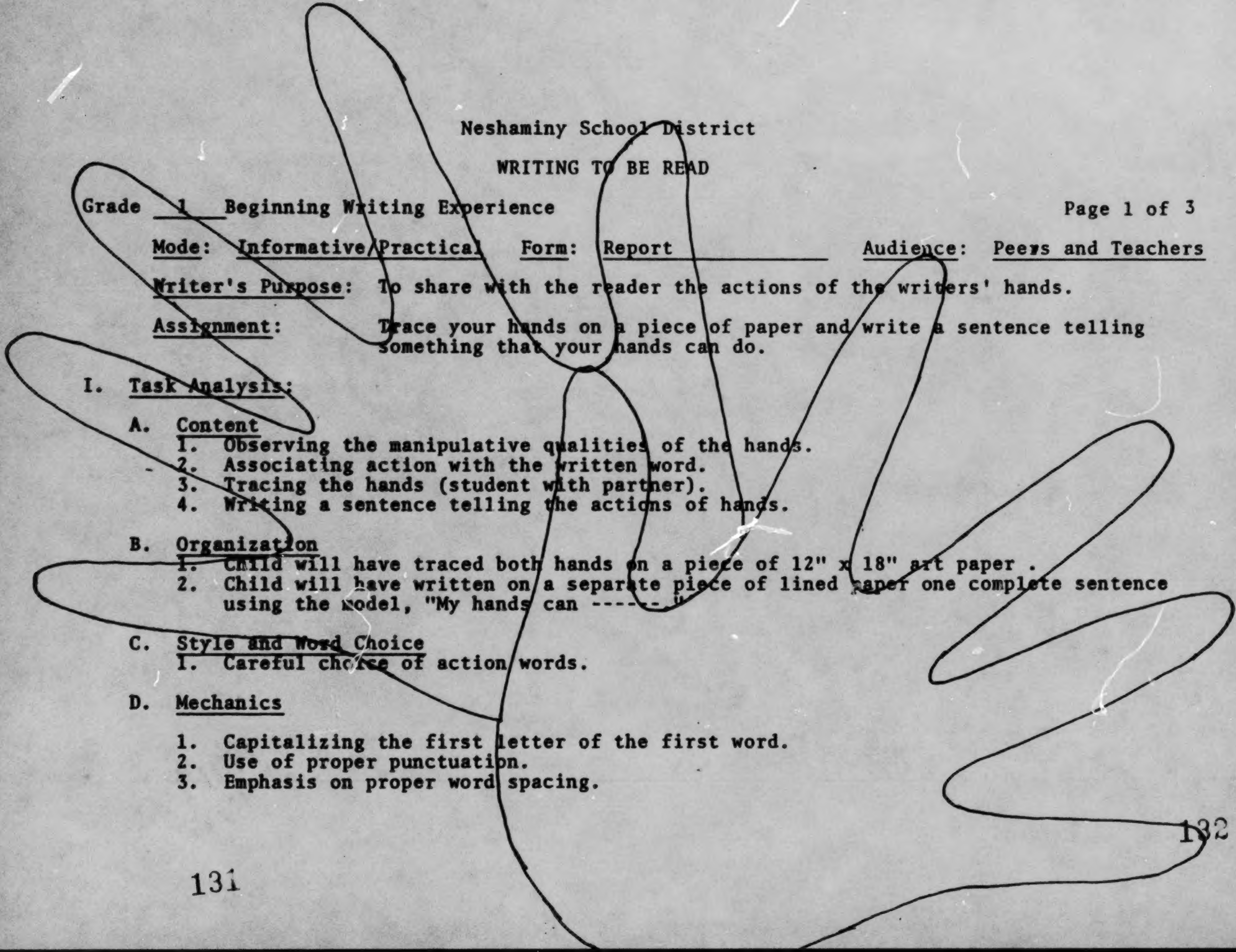
1. Child will have traced both hands on a piece of 12" x 18" art paper .
2. Child will have written on a separate piece of lined paper one complete sentence using the model, "My hands can ------."

C. **Style and Word Choice**

1. Careful choice of action words.

D. **Mechanics**

1. Capitalizing the first letter of the first word.
2. Use of proper punctuation.
3. Emphasis on proper word spacing.



II. Procedures for Teaching the Writing Process

A. Prewriting

1. Have students participate in a song that includes hand movements, such as, "I'm a Little Teapot," "Inky, Dinky Spider".
2. Encourage students to discuss what their hands can do by asking questions such as:
   a. What did your hands do during the song(s)?
   b. What did your hands do to help you get ready for school?
   c. What did your hands do this morning in school?
   d. What do your hands do at recess, play, lunch, etc.?
   e. What do your mother's/father's hands do?
3. Have each child choose an action to pantomime with his or her hands. When the audience has guessed the action, the teacher will list the action on the board/chart paper.

B. Drafting

1. Have the students trace each of their hands with the help of a partner on 12" x 18" art paper.
2. Have each student write his or her model sentence, "My hands can ____________," on line paper. Students may copy model sentence from the board. They may refer to the list of hand actions in order to complete their sentence.

C. Revising and Proofreading

1. Teacher will help children correct their mistakes.

D. Publishing/Follow-Up Activities

1. Have each child paste or staple his or her sentence to his or her hand tracing.
2. Papers can be collected and compiled into a class book.
3. Have each child read his or her sentence to the class.
4. Share the project through displays in the library, bulletin boards, or oral readings.

Grade 1

III. Sample Teaching Plan

Day 1
Prewriting Activities 1 and 2.

Day 2
Prewriting Activity 3 and Sentence Drafting.

Day 3
Sentence Revising and Hand Tracing.

Day 4
Compiling and sharing project.

Neshaminy School District

WRITING TO BE READ

"Button Buddies"

Grade 2 Page 1 of 2

Mode: Literary/Imaginative **Form:** Imaginative story **Audience:** Peers

Writer's Purpose: To create a story based on an imaginative interpretation of a button.

Assignment: Design a character using your button as part of your character. Write a story about your character.

Materials Needed: Collection of buttons: at least one per child.

I. Task Analysis:

A. Content

1. Button included in the design of the character.
2. Plot relates an incident involving the character.
3. Name and description of character included in the story.

B. Organization

1. Story contains a beginning, middle and ending.
2. Sentences organized into a well-developed paragraph.

C. Style and Word Choice

1. Details add to the reader's interest.
2. Varied sentence beginnings.
3. A variety of adjectives used for the character's description.

D. Mechanics

1. Appropriate capitalization.
2. Correct punctuation,
3. Indented paragraphs.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Teacher displays one button to class. She tells class: "Although it looks like a button, it is really a missing part of someone or something. What could it be?" Teacher encourages imaginative responses. For example: button could be - part of teddy bear's eye; wagon wheel; hub cap; tomato in garden; etc.
2. Teacher demonstrates to class that by placing the button in various positions on the paper different characters or objects can be created. For example, button placement in upper left corner can represent the sun or lower placement can be a freckle on a dinosaur.
3. Children select their button and decide on the character or object it will become.
4. On a piece of paper children list the adjectives that will describe their character or object. These descriptions might be suggested by the button's appearance.
5. Children draw their character or object and glue their button in the appropriate position on the paper.

B. Drafting

Present written part of assignment and encourage children to include adjectives from their lists in their story.

C. Revising and Proofreading

1. Children pair to correct each other's papers for capitalization and punctuation.
2. Teacher checks papers for spelling, use of adjectives, and sentence structure.
3. Children write final drafts.

D. Publishing

Children read their stories to the class, after which the stories are published on the bulletin board for others to enjoy.

III. Sample Teaching Plan:

Day 1
Prewriting activities.

Day 2
Drafting.

Day 3
Revising and Proofreading.

Day 4
Publishing.

Neshaminy School District

WRITING TO BE READ

Grade 2 | Page 1 of 3

Mode: Analytical/Persuasive **Form**: Advertisement/"Rent a Friend" **Audience**: Peers-Teachers

Writer's Purpose: To persuade peers to rent his/her friend.

Assignment: Write an advertisement, telling the class why they should rent your friend as a playmate for a day.

I. **Task Analysis**:

A. Content
1. A friend is described in positive terms in relation to the person's character.
2. Writing should be persuasive.
3. Include friend's name, qualities of that friend, and an example of a shared experience.

B. Organization
1. Ideas stated in sentence form.
2. Sentences organized in paragraph form.

C. Style and Word Choice
1. Persuasive tone.
2. Use of clear descriptive words.

D. Mechanics
1. Beginning sentence with capital letters.
2. Capitalizing names.
3. Ending sentence with proper punctuation.
4. Indenting paragraphs.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Read an appropriate book on friendship (ex. That's What Friends Are For) to the class.
2. Discuss the story. What did the friends do for each other? What made them friends?
3. Discuss with the class what makes a good friend and list qualities on the board.
4. Ask each child to think about a person who is their very best friend.
5. Discuss with the children why their friend is so special.
    - a. What do you do together?
    - b. What makes him/her interesting?
    - c. What do you like about him/her?
    - d. Did s/he ever do something special for you?
6. Add qualities to the list on the board. Help children translate personal experiences into words that describe qualities of friendship.
7. Have each child write on his own paper the following:
    - a. Name of special friend.
    - b. Qualities that apply to friend (may refer to list on board).
    - c. Activities they do together.
    - d. A special day when child was glad s/he had this special friend.
8. Present assignment.
9. Teacher will conduct discussion leading children to conclude advertising is a form of persuasion.

B. Drafting

1. Have the children write an advertisement "renting" their friend as a playmate.
2. Have the children include information from their own personal lists.

C. Revising and Proofreading

1. Child reads his ad to class.
2. Class evaluates content to see if child has included:
    - a. name of friend
    - b. qualities of friend
    - c. special incident
    - d. activities done with friend
3. Time is provided for children to make revisions.
4. Teacher collects papers and corrects for mechanics.
5. Students rewrite final draft.

D. Publishing
Advertisement displayed on "Rent a Friend" bulletin board.

E. Evaluating
On-going throughout the writing process. Emphasis on skills listed under the Task Analysis.

III. Sample Teaching Plan

Day 1
Prewriting Activities #1 - 3.

Day 2
Prewriting Activities #4 - 7.

Day 3
Prewriting Activities #8, 9. Drafting #1, 2.

Day 4
Revising Activities #1 and 2. First half of class reads papers.

Day 5
Revising #1 and 2. Remaining members of class read papers.

Day 6
Revising #3 and 4.

Day 7
Revising #5.

Day 8
Publishing.

Neshaminy School District

WRITING TO BE READ

Grade 2

Mode: Informative/Practical **Form:** Descriptive Paragraph **Audience:** Peers & Teachers

Writer's Purpose: To distinguish between objects using clear, concise, descriptive language.

Assignment: Describe a present without naming it so that if someone read your description they could identify it from other presents. Think about color, size, shape, texture (how it feels) or any other way you can tell about it.

Materials Needed: Children bring in a favorite present they have received.

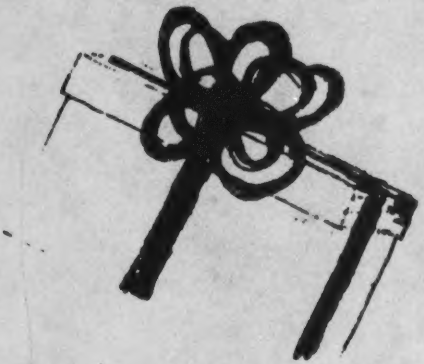
I. **Task Analysis:**

A. **Content**
1. Completeness of description.
2. Accuracy of detail.

B. **Organization**
One complete paragraph.

C. **Style and Word Choice**
1. Precise vocabulary.
2. Vivid adjectives.
3. Complete sentences.
4. Varying the first word in each sentence.

D. **Mechanics**
1. Proper capitalization.
2. Proper punctuation.
3. Paragraph indentation.



II. Procedure for Teaching the Writing Process:

A. Prewriting

Note: This is a question and answer technique, not a show and tell presentation.

1. Several children are asked to show their presents to the class. The class asks each child questions about his present. Information is gained only through the questions asked by the class.
2. Teacher will choose one present and list on the board all words that children can think of that describe the present.
   - a. Words can be categorized according to color, size, shape, texture.
   - b. Using words from the board, children will compose descriptive sentences.

B. Drafting

1. Present assignment.
2. Remind children to consider color, size, shape, texture when writing their descriptions.
3. Stress that another child must be able to identify the object based on the written description without using the name of the object.

C. Revising and Proofreading

1. Children will read their description to a partner.
2. Partners are to make comments on completeness and accuracy of details.
3. Partner will check for proper punctuation and capitalization.
4. Children will then have an opportunity to revise and improve their descriptions.

D. Publishing and Evaluating

1. All of the objects are displayed.
2. Written descriptions are randomly distributed to the class.
3. Children read the descriptions and match the present to the description.
4. Group will discuss what written clues helped in identifying the correct object.
5. The teacher reads the description for any unidentified presents and the class will help to determine why the present was not identified.

III. Sample Teaching Plan

Day 1

Prewriting Activity #1.

Day 2

Prewriting Activity #2.

Day 3

Drafting.

Grade 2

Day 4
Revising and Proofreading.

Day 5
Publishing and Evaluating.

Neshaminy School District

WRITING TO BE READ

"Try My Ride"

Grade 3 Page 1 of 3

Mode: Persuasive/Analytical **Form:** Promotion **Audience:** Peers

Writer's Purpose: To assume the identity of an amusement park ride and persuade readers to take a ride.

Assignment: Pretend you are a ride in an amusement park. Write a paragraph telling why the children in the class should take a ride on you.

I. Task Analysis:

A. Content
1. Names and describes an amusement ride.
2. Description of ride persuades others to ride it.
3. Written in the first person.

B. Organization
1. Each sentence is part of a total description of the ride.
2. Includes a "catchy" title that is related to the description in the paragraph.

C. Style and Word Choice
1. Uses descriptive words in a persuasive tone.
2. Convinces the reader that the child has assumed the role of the ride.
3. Written in complete sentences.

D. Mechanics
1. Use correct punctuation.
2. Use appropriate capitalization:
    a. name of ride
    b. name of park
    c. first letter of first word in sentences
    d. pronoun "I"
    e. title

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Word Associations
   Teacher will ask class, "What are these places - Great Adventure, Hershey Park, Olde Country, Disneyland?"
   Answer: Amusement parks
   Teacher will ask class, "What are the following things: Roller Coaster, Fun House, Ferris Wheel, Merry-go-Round?"
   Amusement park rides/Amusements
   Teacher will ask class, "What particular ride do these words suggest - thrills, hills, cars, lightning speed, screams?"
   Answer: Roller coaster
2. On the board the teacher lists the names of all the different kinds of rides that are found in amusement parks as suggested by the children.
3. Each child selects the ride he or she wants to be.
4. Each child lists words that describe his or her ride under the following headings:
   a. physical appearance (color, shape, parts)
   b. sounds made or heard
   c. movements (up, down, around, bumping)
   d. feelings riders have

B. Drafting

1. Present assignment.
2. Encourage students to include words from their lists in their stories.
3. Students may draw or construct a paper model of their ride and cut it out.

C. Revising and Proofreading

1. Have children read their papers orally to themselves checking for persuasiveness of their thoughts, capitalization and punctuation.
2. Teacher will assist in final revisions.
3. Children write their final drafts.

D. Publishing

Stories and cut out drawings or models are displayed on the bulletin board in an attractive design that forms an amusement park.

E. Evaluation

Each student is given three tickets (pieces of construction paper) to purchase rides at an amusement park. Each student reads his story to the class and each child decides which three amusements he or she will ride.

III. Sample Teaching Plan

Day 1
Prewriting activities.

Day 2
Drafting activities.

Day 3
Revising, proofreading, and publishing activities.

Day 4
Evaluation activity.

Neshaminy School District

WRITING TO BE READ

Grade 3 Page 1 of 3

Mode: Literary/Imaginative **Form:** Creative Story **Audience:** Peers and Teachers

Writer's Purpose: To create a story based on childrens' observations and thoughts about a pair of old shoes.

Assignment: Write a story about these shoes. Think about who wore the shoes, where the shoes have been, how long ago they were worn, what the person did when she wore these shoes, and why these shoes look the way they do. In your story include a description of the shoes.

Materials Needed: Several old pairs of shoes.

I. **Task Analysis:**

A. **Content**
1. Description of shoes.
2. Imaginative explanation of at least one of the "W" questions mentioned in the assignment. Possibly a sequence of events.

B. **Organization:**
1. Short story format: imaginative beginning, detailed development of events, appropriate conclusion.
2. May be more than one paragraph.

C. **Style and Word Choice**
1. Complete sentences.
2. Vivid vocabulary; good descriptive adjectives.
3. Avoidance of short, choppy sentences.

D. **Mechanics**
1. Appropriate punctuation.
2. Proper capitalization.
3. Paragraph indention.

Grade 3

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Shoes are placed in a closed shoe box. Nearby is chart paper with question, "What kind of shoes do you think are in this box?"
2. Children write their answers on the chart paper.
3. Teacher reviews responses on chart paper.
4. Shoes are shown to class, and children compare them with their descriptions.
5. Class writes a group experience story about the shoes from the box using questions suggested in the assignment.

B. Drafting

1. Teacher presents a different pair of shoes to the class and then the assignment.
2. The children write their stories.

C. Revising and Proofreading

1. Children exchange papers with a partner. Stories are read by partners.
2. Teacher guides a discussion to help children revise stories:
    - a. Teacher: "Does your partner's paper have an interesting beginning sentence? Can you think of any way to make it better?"
    - b. Children read and evaluate opening sentence. They make suggestions to each other.
    - c. Revisions are made at this time.
    - d. Teacher: "Now look at the closing or last sentence of the story. Is this the best way you can think of to end this story? Make suggestions to your partner."
    - e. Children read and evaluate closing sentence. They make suggestions to each other.
    - f. Revisions are made.

D. Publishing and Evaluating

1. Class is divided into four groups.
2. Each child reads his story to the group.
3. Group selects the story they like the best.
4. Group should be prepared to tell why they selected the story.
5. The four selected stories are then read to the entire class, and each group explains why it selected the one it did.

Grade 3

III. Sample Teaching Plan:

Day 1
Prewriting activities.

Day 2
Drafting activities.

Day 3
Revising and proofreading activities.

Day 4
Publishing and evaluating activities.

Neshaminy School District

WRITING TO BE READ

Grade 3

Page 1 of 3

Mode: Informative/Practical **Form:** Interview/Poster **Audience:** Younger Child School

Writer's Purpose: To present biographical information about another child in a form that will be of interest to other children.

Assignment: Interview a 1st grade child. Record this information so that you can write a short biography about that child. Design a poster that will use this information.

I. Task Analysis:

A. Content
1. Reporting information gained through interview process, including facts about each child that will be of interest to other children.
2. Correlating illustration with interview information.

B. Organization
1. Summary of facts in paragraph form.
2. Poster format: relationship between paragraph and illustration.

C. Style and Word Choice
1. Use of clear descriptive words.
2. Varying sentence beginnings when possible.

D. Mechanics
1. Beginning sentences with capital letter.
2. Capitalizing names of people and places.
3. Ending sentences with proper punctuation.
4. Indenting first word of each paragraph.

Grade 3

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Present assignment.
2. Discuss interviewing techniques:
    - a. What is an interview?
    - b. When is an interview used?
    - c. What kinds of questions are asked?
3. Discuss kinds of questions appropriate for 1st grade child. (Example: favorite story, collections, favorite activity, game)
4. List suggested questions on board.
5. Class selects most appropriate questions.
6. Children copy questions, leaving space to record responses.
7. Students practice interviewing technique by interviewing the teacher.
    - a. Use questions selected by class.
    - b. Practice asking questions and probing for further details.
    - c. Demonstrate how to record key phrases on board.
    - d. Orally combine ideas into sentence/paragraph form.
8. Arrange for and conduct interviews.

B. Drafting

Child will combine information into a short paragraph.

C. Revising and Proofreading

1. Child will reread his paragraph, asking himself:
    - a. Have I answered all the questions?
    - b. Have I capitalized his/her name and first word of each sentence?
    - c. Have I used correct punctuation at the end of each sentence?
2. Teacher proofreads final revision.
3. Child rewrites his draft on white lined paper.
4. Child illustrates one fact learned from the interview.
5. Illustration and writing are combined into poster format.

D. Publishing
   1. Posters are shared with 1st graders.
   2. Posters are displayed for school appreciation.

E. Evaluating
   1. Focus on clarity and interest value of paragraph, as well as mechanics.
   2. Have class discuss why they feel certain posters are particularly good.

III. Sample Teaching Plan:

Day 1
Prewriting Activities #1-6.

Day 2
Prewriting Activity #7.

Day 3
Drafting

Day 4
Revising Activities 1 and 2.

Day 5
Revising Activities #3, 4 and 5.

Day 6
Publishing activities.

Neshaminy School District

WRITING TO BE READ

Grades 1, 2, 3 Page 1 of 3

Mode: Literary/Imaginative Form: Short Story Audience: Peers, Parents, Teachers, Community-at-Iarge

Writer's Purpose: To compose a short story containing the elements of character and plot.

Assignment: Write an interesting story that contains characters, a problem or important happening, a good ending. (May have to modify depending on grade).

I. Task Analysis:

A. Content
1. Contains one or more characters.
2. Relates an incident or solves a problem.
3. Has a satisfying ending.

B. Organization
1. Contains beginning, middle and end.
2. Exhibits some sequencing of events.
3. Has continuity.

C. Style and Word Choice
1. Details add to the reader's interest.
2. Interesting and varied vocabulary.
3. Avoids dialogue unless it is crucial to the story.
4. Varies sentence beginnings.

D. Mechanics
1. Uses appropriate capitalization.
2. Uses correct punctuation.
3. Indents paragraphs.

II. Procedures for Teaching the Writing Process:

A. Prewriting

(Use one or more)

1. Read stories, books, magazine articles (Stone Soup, Cricket), poetry, nursery rhymes, limericks, riddles. Discuss characters and plot development.
2. Show pictures to class to stimulate ideas and focus on details.
3. Read open-ended stories and have children suggest possible endings.
4. Use story starters.
5. Place "theme" word on board, e.g., "circus." Have children list all words and ideas that this word suggests to children.
6. Use "Humps and Bumps" procedure.
7. Use the language experience approach for group story writing.
8. Have students relate "personal stories."
9. Use "Pick-a-Story" technique:
    a. Characters, actions, and settings are written on individual cards. Children pick a card from each category and create an oral story unifying these three elements.
    b. Older students can do this activity with cards labeled Character, Plot, Problem to be Solved, and Setting.
10. Use filmstrips to stimulate ideas:
    a. open ended filmstrips
    b. uncaptioned filmstrips
11. Use teaching films or filmstrips that show how stories can be developed.
12. Use music to stimulate ideas:
    a. act out story records
    b. dramatize musical selections
    c. listen to sound records
13. Have children draw 3 - 5 pictures and then write picture captions.
14. Display a collection of objects.
    a. Children can write about one object.
    b. Children can combine all objects into a story.
    c. Children can write about new uses for these objects.

B. Drafting

1. Teacher asks leading questions to initiate story and to stimulate the progress of the story.

2. Encourage children not to worry about punctuation at this point.
3. Encourage children not to worry about spelling at this point. Instead they may:
    - draw a picture
    - write the first letter
    - ask the teacher
    - ask a neighbor
    - use a regular or personal dictionary
    - check words around the room
    - use word banks

C. Revising and Proofreading

1. Have children pair off and read stories to each other to see if the story makes sense.
2. Have the child check his or her own paper for capitalization and punctuation.
3. Conference with individual students to make final revisions.
4. Have children write final draft.

D. Publishing

1. Child reads story to the class.
2. Stories are displayed on bulletin board for other classes to read.
3. Child takes story home to read to parents.

III. Sample Teaching Plan:

The prewriting techniques of this unit can be utilized throughout the school year in preparation for a more involved story writing experience.

Neshaminy School District

WRITING TO BE READ

Grade 4 Page 1 of 3

Mode: Informative/Imaginative Form: Encyclopedia Entry Audience: Peers/Teachers

Writer's Purpose: To write information in a organized, clear, and concise manner using a fanciful, rather than real topic.

Assignment: Write an imaginative encyclopedia entry using the style, form, and tone typical of a reference book and a nonsense word as the topic.

I. Task Analysis:

A. Content

Content is entirely fanciful but should be stated as it would be in a real reference book.

B. Organization

1. Entry word is written and followed by the pronunciation.
2. One or more paragraphs are written to describe or explain the topic.
3. Each paragraph must include a topic sentence and sufficient supporting details.

C. Style and Word Choice

1. Concise and precise language should be used.
2. Tone is modeled after real encyclopedia entries.

D. Mechanics

1. A variety of sentence beginnings and patterns should be stressed.
2. Capitalization of proper nouns is important.

Grade 4

II. Procedures for Teaching the Writing Process

A. Prewriting

1. On slips of paper, teacher writes unusual topics that are found in the encyclopedia (one topic/child). One or two topics are selected from each volume, depending on class size.
2. Children choose a topic at random and research it in the encyclopedia to find out as much information as possible in a limited time (approximately 10 minutes).
3. Share information with class.
4. Discuss similarities in form, language, and content.

B. Drafting

1. Present assignment by placing a list of nonsense words on the board and having each child choose one as his/her topic.
2. Establish focus for evaluating, e.g., accurate modeling of encyclopedic style and quality of information.
3. Have children write first draft of their imaginative entry.

C. Revising and Proofreading

1. Divide class into groups of three.
2. Exchange papers and silently read to determine if any information should be removed because it is unnecessary.
3. Papers are passed again to another person, who reads and comments on what additional information should be added.
4. Papers are returned to owners who revise work according to suggestions.
5. Teacher then collects, proofreads, and returns papers.

D. Publishing

Children write final drafts which are then compiled into a volume that can be placed either in the classroom or school library.

E. Evaluating

Final teacher evaluation focuses on organization and style.

Neshaminy School District

WRITING TO BE READ

Grade 4

Mode: Informative/Imaginative   Form: Encyclopedia Entry   Audience: Peers/Teachers

Writer's Purpose: To write information in a organized, clear, and concise manner using a fanciful, rather than real topic.

Assignment: Write an imaginative encyclopedia entry using the style, form, and tone typical of a reference book and a nonsense word as the topic.

I. Task Analysis:

A. Content

Content is entirely fanciful but should be stated as it would be in a real reference book.

B. Organization

1. Entry word is written and followed by the pronunciation.
2. One or more paragraphs are written to describe or explain the topic.
3. Each paragraph must include a topic sentence and sufficient supporting details.

C. Style and Word Choice

1. Concise and precise language should be used.
2. Tone is modeled after real encyclopedia entries.

D. Mechanics

1. A variety of sentence beginnings and patterns should be stressed.
2. Capitalization of proper nouns is important.

II. Procedures for Teaching the Writing Process

A. Prewriting

1. On slips of paper, teacher writes unusual topics that are found in the encyclopedia (one topic/child). One or two topics are selected from each volume, depending on class size.
2. Children choose a topic at random and research it in the encyclopedia to find out as much information as possible in a limited time (approximately 10 minutes).
3. Share information with class.
4. Discuss similarities in form, language, and content.

B. Drafting

1. Present assignment by placing a list of nonsense words on the board and having each child choose one as his/her topic.
2. Establish focus for evaluating, e.g., accurate modeling of encyclopedic style and quality of information.
3. Have children write first draft of their imaginative entry.

C. Revising and Proofreading

1. Divide class into groups of three.
2. Exchange papers and silently read to determine if any information should be removed because it is unnecessary.
3. Papers are passed again to another person, who reads and comments on what additional information should be added.
4. Papers are returned to owners who revise work according to suggestions.
5. Teacher then collects, proofreads, and returns papers.

D. Publishing

Children write final drafts which are then compiled into a volume that can be placed either in the classroom or school library.

E. Evaluating

Final teacher evaluation focuses on organization and style.

III. Sample Teaching Plan

Lesson 1
Do all prewriting activities.

Lesson 2
Drafting

Lesson 3
Revising and proofreading.

Lesson 4
Publishing and evaluating.

Neshaminy School District

WRITING TO BE READ

Grade 4 Page 1 of 5

Mode: Literary/Imaginative Form: Poems Audience: Peers/Teachers

Writer's Purpose: To write specific forms of poetry that emphasize descriptive language.

Assignment: Select and organize descriptive words into the following forms of poetry; cinquain, diamanté, trianté and haiku.

Materials Needed:

1. On large oak tag or poster board write examples of each of the four types of poetry used in this lesson. (See Organization under Task Analysis.)

2. Prepare the following set of directions on 9 x 12 oak tag cards to be distributed to class after being divided into groups of four. Each group is to receive one card.

Five Branches to the Poet Tree

Look at the styles of a haiku, cinquain, diamanté and trianté. Complete the following branches using these poems.

Branch I
1. As a group, rewrite the last two lines of each poem. Make sure they go along with the poem's main idea.

Branch II
1. Each person in the group is to write one line of each type of poem.
2. Then each person passes this line to the next person who adds another line. Continue to pass the poem and add lines until it is completed.

Branch III
1. Write a group poem using any two of the four types of poems discussed.

Branch IV
1. Find descriptive words either about animals, people or food in a magazine.
2. Cut out and arrange these words on a blank piece of paper using one of the four styles of poetry discussed.

3. Paste the words in place being sure to follow the pattern of the poem correctly. Draw a picture around the poem.

Branch V

1. Each person in the group chooses one type of poem they would like to write on their own.
2. Each member of the group will write a different type of poem.
3. The entire group will then have a poem in each style.

I. Task Analysis:

A. Content

1. Descriptive words appropriate to specific subjects of poems are used. Subjects such as people, animals, and food may be suggested.
2. Although adjectives will be used most often, other parts of speech will also be important in some types of poems, for example, use of nouns in the diamanté.

B. Organization

1. The following forms may be used as models for the type of poetry the students will write.
   a. Cinquain - A five line poem which follows this formula:
      1st line - one word - name of topic
      2nd line - two words - both describe the topic
      3rd line - three words - actions of topic
      4th line - four words - describe an attitude or feeling toward the topic
      5th line - renames the topic (another word)
      Example:

      Snow
      fluffy white
      falling, swirling, twirling
      cold, happy, calm, peaceful
      flakes

   b. Diamanté -
      1st line - 1 naming word (noun)
      2nd line - 2 words describing first word (adjectives)
      3rd line - 3 words ending in -ing or -ed (participles), telling something about first word.
      4th line - 4 naming words (nouns) that have something to do with the first word.
      5th line - 3 words ending in -ing or -ed (participles) showing some change in the first word.
      6th line - 2 words describing the changes (adjectives).
      7th line - 1 noun

Example:

Soccer
fast, driving
flying, booming, heading
players, opponents, umpires, goalies
bumping, sliding, falling
battered, bruised
Michael

c. Triante
1st line - one word - title
2nd line - two words - smells
3rd line - three words - touch
4th line - four words - sight
5th line - five words - sounds
Example:

Pizza
spicy, delicious
gooey, hot, crispy
steaming, melting, oozing, oily
yummy, bubbling, crunchy, chewing, oo-ing

d. Haiku
1st line - 5 syllables
2nd line - 7 syllables
3rd line - 5 syllables
Example:

Summer
hot days of summer
sweating, sticky, sunning
playing, swimming, fun

C. Style and Word Choice
   1. Careful choice of descriptive words, some with specified number of syllables.
   2. Use of sensory language may be encouraged.

D. Mechanics
   1. Commas for words in a series.
   2. Capitals/lower case letters.
   3. Special poetic format.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Display examples of haiku, cinquain, diamante' and triante' on poster-sized charts and have student read them orally. Point out word choice and patterns found in each type.
2. Have class compare and contrast the various styles of poetry.
3. Have students compose one or more class poems in the styles displayed.

B. Drafting

1. Divide class into groups of four. Distribute the 9 x 12 cards titled "Five Branches to the Poet Tree". Direct them to follow the written directions on the cards and complete one 'Branch' of the 'Poet Tree' at a time.
2. Have groups write their poems on separate pieces of paper so that they can be exchanged and revised.

C. Revising and Proofreading

1. Have students exchange their first draft with the members of another group who will read them and make suggestions for improvement.
2. When papers are returned, students write second draft according to recommended revisions.
3. Final drafts should be written on paper appropriate for display on Poet Tree Bulletin Board.

D. Publishing

Final drafts are to be displayed on appropriate branches of the Poet Tree.

E. Evaluating

1. Ongoing within groups during drafting and revising stages.
2. Final teacher evaluation may be necessary before displaying papers.

III. Sample Teaching Plan:

Lessons 1 and 2 should be consecutive. Other lessons need not be on consecutive days.

Grade 4

Lesson 1
Do all prewriting activities.

Lesson 2
Do drafting activity #1, Branch I on 9 x 12 cards and Revising #1, 2, 3.

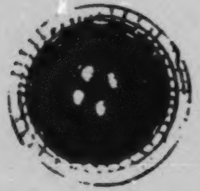
Lesson 3
Do Branch II and Revising #1, 2, 3.

Lesson 4
Do Branch III and Revising #1, 2, 3.

Lesson 5
Do Branch IV and Revising #1, 2, 3.

Lesson 6
Do Branch V and Revising #1, 2, 3.

Lesson 7
Do publishing and evaluating activities.



Neshaminy School District

WRITING TO BE READ

Grade 5

Page 1 of 2

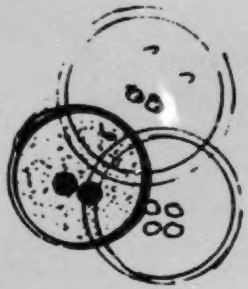
Mode: Informative/Practical Form: Descriptive Paragraph Audience: Peers

Writer's Purpose: To distinguish between similar objects through the use of clear, concise, descriptive language.

Assignment: Describe a button in one paragraph in such a way that if someone read your description, that person could distinguish it from other buttons. Consider color, size, shape, texture, and any other characteristics you observe.

Materials Needed:
1. Approximately 40 assorted buttons, more than there are children.
2. Example of descriptive paragraph.

I. Task Analysis:



A. Content
The button described in detail.

B. Organization
One paragraph, using topic sentences and supporting details.

C. Style and Word Choice
1. Descriptive words, phrases, similies, metaphors, and comparisons.
2. Variety of sentence structure.
3. Avoiding such repetition as "It is round," or "It is small" and excessive use of "and."

D. Mechanics
Emphasis on spelling, capitalization, commas in a series, and end punctuation.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Buttons may be displayed or concealed prior to the lesson.
2. The teacher reads a highly descriptive passage to the class. Children then recall descriptive words and phrases from the passage, which are categorized on the board according to color, size, shape, texture, or other.

B. Drafting
1. Either distribute buttons or have children select their own.
2. Present assignment and review the use of the list of descriptive words that are on the board.
3. Stress that evaluation will focus on the ease with which the button is identified.

C. Revising and Proofreading

Have children proofread and revise their own work. Make certain that papers are legible since others will read them.

D. Publishing and Evaluating

1. Display buttons on a table and exchange papers. Be certain that there are more buttons than there are children.
2. Have each child silently read another child's description and then identify the button described. Do not have too many children identifying buttons at one time. As buttons are identified and removed from the table, the task for those who remain will be easier or harder, depending on whether or not any wrong choices have been made. In other words, a child may not be able to find the proper button because it has already been mistakenly chosen by someone else. The teacher will have to straighten out such problems. Children can learn an important lesson about careful description when this mix-up occurs.
3. Share paragraphs and the matching buttons with the class.
4. Display descriptions with matching buttons on bulletin board.
5. Optional Follow-up Activities
   a. Describe other objects or classmates.
   b. Draw picture of described object.
   c. Write sentences using idioms for the word "button".
      Example - "button-up"
   d. Make flow chart designating steps in sewing on a button. Write descriptive paragraph from these steps.

III. Sample Teaching Plan

Day 1
Do prewriting and drafting activities.

Day 2
Complete drafting and revising.

Day 3
Complete publishing and evaluating.

Neshaminy School District

WRITING TO BE READ

Grade 5 Page 1 of 3

Mode: Literary/Imaginative **Form:** Folk Tales **Audience:** Teacher, Peers
Younger Classes

Writer's Purpose: To explain in an imaginative rather than a scientific way how or why certain natural phenomena came to be.

Assignment: Write a folk tale explaining how or why a natural phenomenon occurred. Title the tale in the form of a 'how or why' question.

I. Task Analysis:

A. Content

1. Characteristics of natural phenomenon before change.
2. Why change occurred and what happened as a result.

B. Organization

1. More than one paragraph.
2. Logical development of story, including beginning, middle and end.

C. Style and Word Choice

1. Narrative style without dialogue.
2. Past tense.
3. Third person.

D. Mechanics

1. Topic sentence and supporting details.
2. Indentation of paragraphs.
3. Tense agreement.
4. Title capitalization and punctuation.
   a. Question mark used only if title is a complete sentence.
      Example 1: Why the Grass Is Green (question mark unnecessary)
      Example 2: Why Is the Grass Green? (question mark needed)

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Show folk tale filmstrip. Discuss elements of folk tale, e.g., characters, setting, time span, sequence of events, outcome.
2. Teacher reads a folk tale to the class. Ask pupils:
   a. What do both stories have in common?
   b. What questions do the stories attempt to answer?
   c. How would you have explained this phenomenon? Use your imagination.
3. On the board, make three lists with the headings: phenomena, characters, settings. Have children brainstorm ideas for each and place them under the proper headings.

B. Drafting

1. Present assignment stressing:
   a. Simple language and sentence structure.
   b. Brief and to-the-point introduction (first paragraph).
   c. Minimal description and character development (second paragraph).
   d. Clear, understandable explanation of phenomenon (third paragraph).
2. Establish focus for evaluation, e.g., organization, logical sequence, and originality.
3. Have pupils write first draft.

C. Revising and Proofreading

1. Divide class into groups of four.
2. After each story is read, other group members respond to questions such as:
   a. What did you like about the story?
   b. What would you like to know more about?
   c. What do you think might be changed?
3. Direct children to write second draft to include suggestions from the group.

D. Publishing and Evaluation

1. Read revised copy to entire class. (This may take several minutes of a few days.)
2. Teacher chooses several of the 'best' stories to be read to younger classes.

III. Sample Teaching Plan

Lesson 1
Prewriting 1

Lesson 2
Prewriting 2, 3

Lesson 3
Drafting 1, 2, 3

Lesson 4
Revising and Proofreading 1, 2

Lesson 5
Revising and Drafting 3

Lesson 6
Publishing and Evaluation 1, 2

Neshaminy School District

WRITING TO BE READ

Grade 5

Mode: Practical/Informative **Form**: Postcard **Audience**: Friend or Other

Writer's Purpose: Briefly communicate a vivid impression of an imaginary journey to a friend.

Assignment: Using a postcard form, compose a note to a friend. Imagine that you are at some exciting spot on an imaginary journey. Select several interesting details about an experience or a new friend to describe.

I. Task Analysis:

A. Content
1. Details convey writer's feelings about the experience.
2. Message written in complete sentences.
3. Correct address, date, salutation, and close included.

B. Organization
1. Correct form for postcard writing.
2. Message focuses on only one or two main topics with supporting details.

C. Style and Word Choice
1. Colorful and precise language used in describing the event.
2. Style and tone reflect writer's awareness of audience.

D. Mechanics

Capitalization and punctuation of address, salutation, and close should be emphasized.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Brainstorm and list unique places that the children can imagine visiting, such as the sun, the human brain, inside a volcano.
2. Teacher provides sample postcards and messages to be examined and used as models. Perhaps a transparency or poster-size postcard could be used.

3. Class is asked to note the placement and correct form for the message and address. Discuss content and style of message.
4. Teacher distributes oak tag on blank index cards (5 x 7). Have children section off one side for message and address, leaving reverse side for illustration.

B. Drafting

Present assignment. Have children write first draft of message (not on card).

C. Revising and Proofreading

1. Have students revise and proofread their work. Teacher circulates around the room and has "mini-conferences" with students when they need assistance.
2. Several students in the room are designated as "editors" to help individuals locate and correct errors before writing their messages on cards.

D. Publishing

1. Students copy revised and proofread messages on cards and address them to another student.
2. On reverse side, children add drawing which represents location from which message was sent.
3. Children may "send" their card to another child in the room.

E. Evaluation

Students share the postcard they receive with the class, which may decide which cards are the most interesting and imaginative.

III. Sample Teaching Plan:

Lesson 1 - Do all prewriting activities.

Lesson 2 - Do all drafting and revising activities.

Lesson 3 - Do all publishing activities.

Lesson 4 - Do evaluating activity.

IV. Optional Follow-Up Activities:

Have children write messages from their imaginary location to another recipient, such as parents and teachers, changing the tone and word choice to suit the audience.

Neshaminy School District

WRITING TO BE READ

Grade 5

Page 1 of 3

Mode: Analytical/Persuasive **Form:** Friendly Letter **Audience:** Principal & Teacher

Writer's Purpose: To persuade the principal to change or initiate a specific practice within the school.

Assignment: Write a letter to the principal recommending a change or promoting a new practice.

I. Task Analysis:

A. Content
1. Suggestion is stated in persuasive language.
2. Several reasons should be included to support suggestion.

B. Organization
1. Suggestions should be stated in the form of a friendly letter.
2. At least two or more paragraphs should be included.

C. Style and Word Choice
1. Respectful and persuasive tone should be used.
2. Recommendations should be stated in a positive manner.
3. Slang should be avoided.

D. Mechanics

Proper capitalization, punctuation, and margining should be stressed.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Teacher prepares a box called the "Gripe Box."
2. Children write complaints or suggestions on slips of paper and then place them in the box.
3. Teacher places a suggestion column and a complaint column on the board. Teacher draws a gripe, reads it to the class, and places it under the appropriate category.

4. Children continue the process, determining under which category each "gripe" belongs.
5. Discussion follows as to how to state a complaint in the form of a suggestion, transferring each from the complaint to the suggestion column as each is restated.

B. Drafting
1. Present model of proper form of friendly letter.
2. Have students write first draft.

C. Revising and Proofreading
1. Children pair off, and one assumes the role of principal while the other reads his letter aloud.
2. "Principals" respond with suggestions for revisions (Use ARMS Method. See Section B of this guide for explanation.)
3. Roles are reversed.
4. Write second draft.
5. Teacher collects and proofreads.

D. Publishing
Final drafts are written and presented to principal.

E. Evaluating

Discuss principal's response.

F. Follow-Up
You may want children to design campaign buttons with a slogan promoting their suggestions. Slogans must be brief, no more than 5 or 6 words.

III. Sample Teaching Plan

Days #1, 2 and 3 should be consecutive.

Day 1
Prewriting activities and writing of first draft.

Day 2
Revising and proofreading activities.

Grade 5

Day 3
Publishing.

Day 4
Evaluating.

Day 5
Follow-up.

Neshaminy School District

WRITING TO BE READ

Grades 4 and 5 Page 1 of 3

Mode: Literary/Imaginative Form: Short Story Audience: General Public

Writer's Purpose: (1) To write a short story containing necessary elements, i.e., theme, plot, character, setting;
(2) To encourage originality in the story writing process.

Assignment: Write a story that has at least one main character or characters, a problem to be solved, and the problem's solution.

I. Task Analysis:

A. Content
1. Includes one or more main characters.
2. Plot deals with an obstacle to be overcome or a personal problem to be solved.
3. Sequence of events leads to an appropriate climax.
4. Ending unifies all elements and resolves the problems.

B. Organization
1. Story contains beginning, middle, and end.
2. Beginning captures reader's interest.
3. Each paragraph helps to develop the story logically.
4. Ending is natural resolution of story and contains answers to questions or solutions to problems raised in story.

C. Style and Word Choice
1. Written in narrative style.
2. Details help reader visualize and understand the story.
3. Precise, vivid, and varied vocabulary.
4. Variety of sentence patterns.
5. Dialogue only used to enhance the story.

D. Mechanics
1. Correct punctuation, capitalization, and spelling.
2. Correct use of quotation marks and dialogue paragraphing.
3. Each paragraph indented.
4. All important words in the title capitalized.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Teacher reads familiar short stories aloud.
   - a. Elicits main characters and setting.
   - b. Has children state problems and obstacles to solving problems.
2. Teacher writes pairs of "problem" and "solution" cards.
   - a. Each pupil receives either a problem or solution card.
   - b. Children circulate to locate matches.
   - c. Pairs share problems and solutions orally.
3. Teacher presents story problem to class, e.g., Problem: Mother's birthday soon! Child has no money for present.
   - a. Pupils offer solution. Teacher writes on board in complete sentence.
   - b. Teacher poses obstacle to that solution.
   - c. Pupils consider alternate solutions to overcoming obstacle.
4. Teacher distributes "problem" cards to groups of three.
   - a. First child writes a solution to the problem on the card and passes it to another pupil.
   - b. Second child writes obstacle to solution on the card and passes to a third child.
   - c. Third child writes alternative solution to overcoming obstacle.
   - d. Groups share problems and solutions with class.
   - e. Repeat as many times as necessary.
5. Character development
   - a. See "Faces" lesson in this guide.
   - b. Read fairy tale such as "Three Little Pigs."
     - (1) Ask individual children questions, such as the following:
       - (a) In your opinion, as the mother of the wolf, what do you think of your son's behavior?
       - (b) As the 5th grade teacher of the Three Pigs, tell us what kind of students they were.
       - (c) As the Three Pig's baby sitter, tell us about their behavior.

B. Drafting

1. Present assignment.
2. Have children write story outline, including main characters, setting, problems, solutions, and ending.
3. Have children write first draft using outline as guide.

C. Revising and Proofreading
1. Students use checklist to revise their stories.
2. Children then choose a partner and critique each other's work again using checklist.
3. Children write a revised draft to be proofread by teacher.

D. Publishing
Children put final draft in book form, using illustrations to enhance story.

E. Evaluating
Ongoing during drafting and revising stages. Final teacher evaluation may focus on key story elements.

III. Sample Teaching Plan
The prewriting techniques of this unit can be utilized throughout the school year in preparation for a more involved story writing experience.

Neshaminy School District

WRITING TO BE READ

Grade ______ Page of

Mode: ______________________ Form: __________________ Audience ____________________

Writer's Purpose:

Assignment:

I. **Task Analysis:**

A. **Content**

B. **Organization**

C. **Style and Word Choice**

Grade ______ Page of

D. **Mechanics**

II. **Procedures for Teaching the Writing Process:**

A. **Prewriting**

B. **Drafting**

C. **Revising and Proofreading**

D. Publishing

E. Evaluating

III. Sample Teaching Plan:

Grade _____ Page of

IV. Teaching Resources

WRITING TO BE READ

Grade 6

Page 1 of 3

Mode: Informative/Practical **Form:** Warranties **Audience:** Peers, Teacher, Family

Writer's Purpose: To place his or her expectations for a purchased item into the form of a warranty.

Assignment: Select an item you would like to purchase and write a warranty covering the guarantee you would want from the manufacturer.

I. Task Analysis:

A. Content
Carefully selected words to explain the manufacturer's agreement with the buyer/writer. Must deal with exact facts (length of time, what work company will provide if item is broken, etc.) Include name of company, address, length of guarantee.

B. Organization
Written in form of a warranty.

C. Style and Word Choice
Expectations to be written in exact terms, using warranty style.

D. Mechanics
1. Use of capital letters in proper nouns.
2. Manuscript (not cursive) format.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Discuss purpose of a warranty.
2. List items class suggests they might like to purchase that would have a warranty (make chart of these for later use.)
3. Have students bring in samples of warranties from home and examine them for content, format, style, etc.

Grade 6

4. Have students design a survey (4-5 questions) to use in interviewing adults regarding how truthful they have found the promise of warranties to be.
5. Interview at least two adults using the survey form.
6. Share survey results with class.

B. Drafting
1. Each student selects one item from the class compiled list and writes a warranty to accompany the item.
2. Remind students to focus on exact words in order to clearly state the obligation of the manufacturer.

C. Revising and Proofreading
1. Have students in pairs reading each other's warranty, examining carefully the specific promise from the company.
2. Have them give suggestions to each other.
3. Have students rewrite the warranty, using their partner's suggestions, on unlined paper, so that it will look more like an actual warranty.
4. If necessary, place a sample on the board to show the necessary format of a warranty and the use of space. Example:

Item: ______________________

Full Year Warranty:

Coverage:

Conditions of Warranty:

Responsibility of Buyer:

D. Publishing
1. Display warranties on bulletin board.
2. Share warranties with adults who were interviewed.

III. Sample Teaching Plan (Continued)

Day 1
Do prewriting activities #1 and #2.

Day 2
Do prewriting activities #3 and #4.

Day 3 (After students have read their book)
Do all drafting activities.

Day 4
Do revising activity #1.

Day 5
Do revising activities #2 and #3. Assign #4 and #5 for homework.

Day 6
Collect, evaluate, file.

Neshaminy School District

WRITING TO BE READ

Grade: 6

Page 1 of 3

Mode: Informative/Practical   Form: Book Report   Audience: Peers

Writer's Purpose: To interest others in reaching a book/story by summarizing its major events.

Assignment: Write a summary of the most important events of a book/story that you have read.

I. Task Analysis

A. Content
1. Selection of major events and characters involved.
2. Description of major characters.
3. Explanation of the interaction of events and characters.
4. Use of student's vocabulary rather than author's.

B. Organization
1. Title and author.
2. Brief description of major character/s in sentence form.
3. Sequential development of main events in paragraph form.

C. Style and Word Choice
1. Use of transitional elements in chronology, e.g., before, during, finally.
2. Use of synonyms and antonyms for author's vocabulary.

D. Mechanics
1. Manuscript format: Title
   Author
   Character names and brief description. One or two sentences for each.
   Sequence of events, summarized in a report in paragraph form.
2. Underlining titles of entire books, novels; quotation marks for short stories.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Ask students to outline the major events in a day of a student's life. Have them practice orally summarizing these events in a succinct manner.
2. As a class, outline the major events of a selected story. Have some students practice retelling the story orally in a clear, condensed manner.
3. Have students read a suitable book summary or review, e.g., (Scope, Read). Analyze as a class; look for transitional elements. Emphasize clarity of the summary.
4. Have students select an action-oriented book/story to read and report on.

B. Drafting

1. Introduce desired format (see "Mechanics").
2. Write first draft.

C. Revising and Proofreading

1. Use a few student papers as models illustrating good sequence, transition, and paragraph development.
2. Divide class into pairs; have author read draft aloud to partner.
3. Instruct partner to check for character description, logical sequence of events, and varied transitions.
4. Revise first draft using suggestions and comments of partner.
5. Make final copy.

D. Publishing

Start a classroom book review folder to be kept for students to use as reference during the year.

E. Evaluating

Focus evaluation on selecting, sequencing, and describing events.

III. Sample Teaching Plan

Resources:
Barnell-Loft "Finding the Main Idea"
Read
Scope
Textbook (transitions)

E. Evaluating
   1. Final evaluation by teacher.
   2. Have an outsider select 3 or 4 warranties to be given a blue ribbon while they are on display.

   FOLLOW UP ACTIVITY...
   3. Class could select one warranty and use it in a make believe situation. Perhaps skit on purchasing that item. Have the item break and use the warranty to have it repaired or replaced.

III. Sample Teaching Plan:

Day 1
   Prewriting #1, 2. Assign #3.

Day 2
   Prewriting #3.

Day 3
   Prewriting #4. Assign #5.

Day 4
   Prewriting #6.

Day 5
   Drafting #1, 2.

Day 6
   Revising #1, 2, 3 and 4. Publishing #1.

Day 7
   Publishing #2, evaluating #1.

Teaching Resources:
   1. Copies of actual warranties.
   2. Issues of Sears catalog.

Neshaminy School District

WRITING TO BE READ

Grade 6

Mode: Literary/Imaginative **Form:** Poetry (general) **Audience:** Peers

Writer's Purpose: To demonstrate an understanding of the basic elements of poetry, e.g., rhyme and rhythm.

Assignment: Write a short poem using sports or nature as your topic. Make certain that you pay strict attention to rhyme and rhythm patterns. Your poem should contain at least 8 lines divided into one or two stanzas.

I. Task Analysis:

A. Content

1. One aspect of the topic is developed, e.g., a baseball game as viewed by the second baseman.
2. The focus should be restricted to either:
    - a. a single point of view, e.g., only those things seen by the second baseman, or
    - b. only a single object in nature, e.g., a pine cone hanging on a branch.

B. Organization

1. Eight lines forming a single stanza, or two stanzas of four lines each.
2. Rhyme scheme and rhythm pattern.

C. Style and Word Choice

1. Careful choice of rhyming words.
2. Use of repetitive patterns for rhythm.

D. Mechanics

Capitalization and punctuation of poetry.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Play pre-recorded short poems. Have students listen and pick out rhythm patterns and homophones.
2. Have students read the poems silently while they hear the same poem read aloud or played on a phonograph. Have students listen for rhythm patterns and rhyming words again. Then have students syllabicate the words and place accents to demonstrate the rhythm pattern. Examine the words at the end of the lines and group the homophones. Affix letters to different groups, e.g., A for first group, B for second group. This establishes rhyme scheme.
3. Have students read a teacher selected poem. They should syllabicate the words and place accents to establish the rhythm pattern. Group the homophones and establish the rhyme scheme.

B. Drafting

1. Ask students to give examples of suitable topics. List them on the board and eliminate those topics that are too broad for this assignment.
2. Select a topic from the list. As a class, develop an eight line poem.
3. Present the assignment. Check each student's selection for appropriateness.

C. Revising and Proofreading

1. Present two or three first drafts on overhead. Discuss the use of rhyme and rhythm.
2. Divide class into small groups. Have each student read his/her draft aloud. One person checks for rhyme, one person checks for rhythm, and the third person listens for content. Suggestions are made to the writer.
3. Have students write second draft incorporating ideas suggested by group.
4. Proofread in pairs.
5. Make final copy.
6. Students may wish to write additional poems.

D. Publishing

1. Prepare final copies in booklet form.
2. Share with other classes.

E. Evaluating

1. Ongoing during all stages.
2. Focus on rhyme scheme and rhythm pattern.

Grade 6

III. Sample Teaching Plan

Day 1
Prewriting #1 and 2.

Day 2
Prewriting #3 (part of period).

Day 3
Drafting #1 and 2.

Day 4
Drafting #3 and 4.

Day 5
Revising #1 and 2.

Day 6
Revising #3, 4 and 5.

Day 7, etc.
Publishing.

Resources: Recorded poetry with printed texts.
Authologies.
Basal readers.

Neshaminy School District

WRITING TO BE READ

Grade 7 Page 1 of 3

Mode: Literary/Imaginative **Form:** Poetry/Ballad **Audience:** Peers

Writer's Purpose: To develop a story in a set poetic form.

Assignment: Write a ballad of at least three stanzas using the plot of a story that you have read or written. Develop part of the story in each of the stanzas and use patterns of rhyme and rhythm.

I. Task Analysis:

A. Content

1. The story is presented in sequential order. Patterns of rhyme/rhythm are important.
2. Characters should be well-integrated into the plot development.
3. If possible, ballad should create suspense in the rising action.

B. Organization

1. A minimum of three stanzas.
2. Rhyme and rhythm.
3. Plot developed sequentially.

C. Style and Word Choice

1. Careful choice of rhyming words.
2. Use of repetitive patterns for rhythm.
3. Use of literary devices, i.e., alliteration, imagery, metaphor.

D. Mechanics

1. Capitalization and punctuation, i.e., use of dash.
2. Use of line and stanza format.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Have students read and hear recordings of teacher-selected ballads.
2. Have the class discuss the content of a few of the ballads and outline the sequence of events in one or two.

3. Review rhyme and rhythm as presented in Grade 6.
4. Have the class read a teacher-selected story that could serve as the basis for a ballad.
5. Have student individually outline the sequence of events in the story. Check sequences as a class.

B. Drafting

1. After presenting assignment, teacher discusses different rhyme/rhythm patterns which are particularly appropriate to our language, i.e., ABAB; iambic pentameter.
2. Have students write a ballad based on a story of their choice or a story which they have written. They may use the story whose plot was outlined as a prewriting experience if necessary.

C. Revising and Proofreading

1. Class divides into partners. Have each author read his/her ballad aloud to the partner who will listen for rhyme and rhythm patterns, as well as for the manner in which the sequence of events is developed.
2. Listeners suggest changes needed and point up strengths of the ballad.
3. Teacher moves around room, answering questions and helping individuals.
4. Teacher puts some first drafts on ditto or overhead for the entire class to critique. Focus on plot development and ballad form. Proofread.
5. Students rewrite their ballads using suggestions made by the critiquing partner, the teacher, and/or the class.

D. Publishing

1. Have several ballads read aloud to the class; ditto them and make class anthology; tape them and play for other classes.
2. Have some published in school publications.

E. Evaluating

1. Focus on development of plot, use of stanza form, rhythm, rhyme. Be encouraging and positive about their first effort.
2. Have class comment on why they particularly like certain ones.

III. Sample Teaching Plan:

Day 1
Prewriting activities #1, 2, 3.

Day 2
Prewriting activities #4 and 5.

Day 3
Drafting.

Day 4-5
Revising activities.

Day 6
Final copy and publishing.

Day 7
Further publishing activities if desired.

IV. Teacher Resources:

Records and texts of ballads.

Neshaminy School District

WRITING TO BE READ

Grade 7 Page 1 of 3

Mode: Literary/Imaginative **Form:** Descriptive Paragraph **Audience:** Peers and Teacher

Writer's Purpose: To develop a descriptive paragraph with a topic sentence and at least three supporting sentences.

Assignment: Write one well-constructed paragraph on a favorite person, place, or thing. It must have a topic sentence and a minimum of three supporting sentences.

I. **Task Analysis:**

A. **Content**
1. One main idea - a favorite person, place, or thing - supported by a minimum of three details.

B. **Organization**
1. Begins with a topic sentence.
2. Details are developed in succeeding sentences.

C. **Style and Word Choice**
1. Varied sentence beginnings and sentence structure.
2. Vocabulary appropriate to the topic.

D. **Mechanics**
1. Necessary capitalization and punctuation.
2. Paragraph indenting.

II. **Procedures for Teaching the Writing Process:**

A. **Prewriting**
1. Distribute three 3 x 5 cards to each student.
2. Provide the class with a topic, which they are to write on the first index card. Beneath the topic, have them list as many related ideas as possible in two minutes.

3. Have students select one of the related ideas from the first card and write it at the top of the second index card. In two minutes have them write as many details as possible regarding the related idea on the second card.
4. Have students write a paragraph on the third card using the topic and details listed on the second card. Allow five minutes for this activity.

B. Drafting

1. Write on the board some of the topic sentences which the students wrote on their third index card. Examine them for good sentence beginnings. Emphasize that these topic sentences deal only with the general topic but do not include detail.
2. Review sentence beginnings and sentence structures.
3. Present assignment. Students select a favorite person, place, or thing and list details on their paper. Then they use these details to develop their supporting sentences. Have them write the paragraph on another piece of paper. It may be advisable to use the 3 x 5 cards exercise again in order to help students narrow the topic sufficiently.

C. Revising and Proofreading

1. Have students divide into groups of three. One student jots down the topic of the paragraph at the bottom of the page and lists three supporting details the writer used. The second student proofreads the paper and checks to see if the sentence beginnings and general sentence structure is varied. The third student writes one thing he or she likes about the paragraph on the paper.

D. Publishing

1. The writer rewrites his/her paragraph on an index card.
2. S/he cuts a 5 x 8 index card into 1 inch wide strips. On one strip s/he writes the topic sentence. The supporting sentences are written on the other card strips. Each strip is numbered one through five and is initialed by the author. These strips are placed in a manilla pocket like those used in library books.
3. Distribute these pockets among the students. Have them arrange the sentences as they should appear in a paragraph and then write this paragraph on a piece of paper.
4. After the paragraph is written, each student finds the student who wrote the original paragraph by using the initials on the strips. They then check their paragraph with the original to see if their sentence arrangement is correct.

E. Evaluating

1. Students post original paragraphs with the sentence strips on the bulletin board. Teacher can reuse this exercise with other classes. Paragraphs can be evaluated for topic sentence, supporting details, and variety of sentence structure and beginnings.

IV. Sample Teaching Plan:

Day 1
Prewriting #1, 2, 3, 4; Drafting #1, 2, 3.

Day 2
Revising and Proofreading #1; Publishing #1.

Day 3
Publishing #2, 3, 4.

Neshaminy School District

WRITING TO BE READ

Grade 7

Page 1 of 3

Mode: Analytical and Informative/Practical **Form:** Research Paper **Audience:** Peers, Teacher

Writer's Purpose: To inform the reader regarding a topic of interest to the writer by following specific procedures in making a detailed presentation of the topic.

Assignment: Choose a topic which interests you and about which you have some knowledge. Develop a thesis statement that includes references to those aspects of the topic that you will write about. Using encyclopedias, specific reference books, topical books and periodical literature, write note cards. From your note cards, formulate an outline as the skeleton of your paper. Be sure that you use transitional elements where necessary. Limit your paper to 750 - 1,000 words. You may use the following material as resources: encyclopedia, specific reference books, topical books, periodical literature.

I. Task Analysis:

A. Content

1. The topic selected must be limited to accommodate the length desired.
2. The report should demonstrate that the writer has an understanding of the topic selected.

B. Organization

In that the topics will vary, the organization of the report will vary. However, the following should be included:

- a. title page
- b. thesis statement
- c. development of the thesis idea
- d. summary statement
- e. bibliography
- f. footnote page

C. Style and Word Choice
   1. Students must avoid using the same style and vocabulary found in the references used.
   2. Emphasis should be placed on any technical vocabulary relating to the topic.

D. Mechanics
   1. Emphasis is placed on title page, bibliography and footnoting.
   2. Punctuation of direct quotations.

II. Procedures for Teaching the Writing Process:

A. Prewriting
   1. Have students select a topic of interest. On 3 x 5 cards, have the students list all the ideas that come to mind in two minutes.
   2. Have students select one aspect listed on Card 1 and write as many details as come to mind in two minutes.
   3. Have students write a paragraph using details listed on Card 2.
   4. Have students suggest topics of general interest to them and list them on the board. Demonstrate the skill of limiting/expanding topics relative to the length of a given assignment. Refer to limiting exercise in #1, #2 and #3.
   5. Review the elements of a bibliography.
   6. Review the Use of Reader's Guide.
   7. Review outlining.
   8. Review notetaking.
   9. Develop the skills of using direct quotations from reference materials.

B. Drafting
   1. Present assignment to the class. Have students list topics individually and select one to limit.
   2. Have students check library for suitable materials. Topic may need modification depending upon the availability of materials.
   3. Have students write note cards.
   4. Have students organize note cards into an outline.
   5. Have students write first draft using outline.

C. Revising and Proofreading
   1. Because of the length of this assignment, have students use a checklist for revising. The checklist should include the following: statement of thesis; overall clarity; outline development; transitional elements; paragraphing; logical sequence; mechanics (direct quotations).
   2. Have students read papers in pairs; reader uses same checklist. After papers have been read, students compare checklists.
   3. Have the writer revise any sections that reader/writer find weak.
   4. Have pairs proofread revisions for final publication.

D. Publishing
   Students should present the final copy incorporating the following: title page; outline; text; bibliography; footnotes (if separate).

E. Evaluating
   1. Each step should be evaluated.
   2. A major grade should be given the total assignment.

III. Sample Teaching Plan:

Week 1
   Prewriting #1, 2, 3.

Week 2
   Drafting #1, 2.

Week 3
   Drafting #3, 4, 5.

Week 4
   Revising and publishing.

Materials

The Research Paper: From Start to Finish - American Book Co.
Patterns of Language VII
Our Language Today 7

Neshaminy School District

WRITING TO BE READ

Grade 8

Mode: Analytical/Persuasive **Form**: Editorial **Audience**: Peers and Public

Writer's Purpose: To present an opinion on selected topics for the purpose of convincing the reader that your point of view is valid and the one with which they should agree.

Assignment: Write an editorial on a topic of current interest about which you have a strong opinion pro or con. Present your position in a convincing manner so that hopefully the reader will agree with your editorial.

I. Task Analysis:

A. Content

1. The topic explained briefly to the reader.
2. The writer's opinion stated.
3. The writer develops cohesive agruments to support his or her opinion. Arguments may include personal experience, facts and data, and opinions of accepted authorities.
4. A concluding statement that succinctly summarizes the writer's agruments and strongly reiterate the writer's opinion.

B. Organization

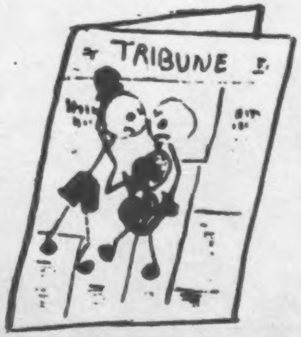
1. Introductory paragraph stating description of topic and opinion.
2. Each agrument developed in succeeding paragraphs.
3. Each paragraph contains a topic sentence and at least three supporting details.
4. Concluding paragraph includes a summary and a restatement of opinion.

C. Style and Word Choice

1. Develop vocabulary relevant to the topic where applicable.
2. Third person voice.

D. Mechanics

Review proper paragraph structure.



II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Have students read and analyze editorials in newspapers and magazines. Point out different types of arguments. Use opposing points of view on the same topic as models. Have students pay particular attention to concluding statements presented.
2. Have students watch TV programs, ie., "Face the Nation," "Issues and Answers," etc., to hear opinions expressed orally.
3. Have students brainstorm ideas for topics to be listed on the board.
4. Categorize the topics recorded on board.
5. Discuss topics which require specialized vocabulary.
6. Have students select their topic.

B. Drafting

1. Present assignment.
2. Carefully explain the importance of organization and focus.
3. Have students prepare outline arranging paragraphs in ascending importance from the least to the most important point in the argument.
4. Have students write first draft.

C. Revising and Proofreading

1. Have a few students read first drafts aloud in class.
2. Listeners will fill out prepared checklist with the column headings: Topic, Agree, Disagree, and No Opinion. By polling the class, the writer can determine how convincingly s/he presented the argument. Very many "no opinions" would suggest that the argument lacked strong development.
3. Discuss in depth those papers that are well-organized and convincing.
4. "Lift" exemplary sentences for the various skills emphasized.
5. Have students proofread papers in pairs.
6. Have students write final copy.

D. Publishing

1. Collect final copies to use in following exercise writing letters to the editor.
2. Select a few outstanding editorials to submit to school or local newspaper.

E. Evaluating
Focus on evaluating headline, byline, paragraph arrangement, unembellished writing style, and the inclusion of lead information.

III. Sample Teaching Plan:

Day 1
Prewriting #1

Day 2
Prewriting #2, 3

Day 3
Prewriting #4; Drafting #1, 2, 3

Day 4
Revising #1, 2, 3

Day 5
Publishing #1, 2, 3

IV. Resources:

Newspaper articles.

Neshaminy School District

WRITING TO BE READ

Grade 8 Page 1 of 3

Mode: Informative/Practical **Form:** Newspaper Article **Audience:** Peers, Public

Writer's Purpose: To inform the reader with a factual report of an actual, current event.

Assignment: Select an event which has occurred recently and report it in the form of a newspaper article complete with headline and byline.

I. **Task Analysis:**

A. **Content**
1. The topic is selected from the student's own experience.
2. The news article contains a lead with the 5 W's of who? what? when? where? and why?
3. The article has an interesting headline.
4. The article has a byline.

B. **Organization**
1. Following the lead, the material is arranged in descending order of importance from beginning to end.
2. Short paragraphs.

C. **Style and Word Choice**
1. Journalistic style, which makes use of simplified, short sentence construction.
2. Avoiding use of embellished descriptions, particularly with adjectives and adverbs.

D. **Mechanics**
1. Short paragraphing format.
2. Capitalization in headline.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Have students bring an international, national, or local news article to class. Have them underline and label the lead information in their article. Discuss some of the articles for topic and style. Discuss the headlines as attention-getting devices.
2. Dictate fragmentary notes necessary for students to write a lead for a news article. Have students add information to these notes and write a short news article. Be sure they include the 5 W's. Have them create a headline for each and sign article as a byline.
3. Have students read some of these articles aloud; discuss "catchy" headlines and journalistic style.
4. Have students list on the board different topics they can report on from their own knowledge. This can be school or neighborhood news, concerts, or sports events they have attended or vacations they have taken recently.

B. Drafting

1. Present assignment. Emphasize the form to use and the writing style to follow.
2. Have students write first draft.
3. Have students underline and label the lead in their own articles.

C. Revising and Proofreading

1. Have students place the headlines of their articles in a box. They each draw a headline to correct.
2. Students proofread articles for mechanics and check to see that paragraphs are arranged in descending order of importance. Be sure students used journalistic style. Comment on interest level of headline and the entire article.
3 Have students write final copy.

D. Publishing

1. Have some students read articles aloud and critique as a class.
2. Post news articles on bulletin board arranged as a newspaper page.
3. Have class select some to submit to the school newspaper.

E. Evaluating

Final teacher evaluation focuses upon paragraph organization, introduction, and conclusion.

III. Sample Teaching Plan

Day 1

Prewriting #1 (#2 is optional)

Day 2

Prewriting #3, 4, 5

Day 3

Drafting #1, 2, 3. Suggest #4 for homework.

Day 4

Revising #1, 2, 3, 4

Day 5

Revising #5, 6

Resources:

Inquirer, Bulletin, Courier, Trentonian, Time, Newsweek, U.S. News and World Report, etc.

Neshaminy School District

WRITING TO BE READ

Grade 8

Mode: Literary/Imaginative Form: Anecdote Audience: Peers

Writer's Purpose: To amuse the reader with a personal experience using first person point of view and dialogue.

Assignment: Write an anecdote from your childhood approximately 150-250 words in length.

I. Task Analysis:

A. Content
1. Story is told from first person point of view.
2. Student uses extensive direct dialogue to relate the story.
3. Topic of the anecdote had to have been an actual personal experience.

B. Organization
1. Beginning must interest the reader immediately without lengthy background information. Make use of Poe's premise that the writer plunges the reader directly into the action of the story.
2. Develop the action of the anecdote in sequential order.
3. Conclude the anecdote with what the student has learned during the intervening years from the experience.

C. Style and Word Choice
1. Use first person point of view.
2. Use dialogue appropriate for the different characters.

D. Mechanics

Stress punctuation, capitalization and paragraphing for dialogue.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Students read/hear a teacher-selected anecdote. Discuss the humorous elements in the story and what the writer learned from the experience.
2. Review first person point of view.
3. Review capitalization, punctuation, and paragraphing for dialogue.

B. Drafting

1. Students outline the sequence of events in the anecdote.
2. Students draft the anecdote creating dialogue to tell the story.

C. Revising and Proofreading

1. Students pair off and read aloud their anecdotes.
2. They proofread each other's papers for mechanics.
3. They check each other's beginning to see that it's interesting.
4. They check each other's ending to be sure that the writer told what was learned from the experience.

D. Publishing

1. Students write final drafts.
2. Students read their anecdotes aloud for the class, or students act out their anecdotes as a skit for the class.

E. Evaluating

1. Focus evaluation on the use of dialogue and use of sequential order.

III. Teacher Plan

Day 1

Prewriting #1, 2, 3.

Day 2

Prewriting #4, Drafting #1, 2 (finish #2 at home).

Day 3

Revising and Proofreading #1 - 4.
Homework - Publishing #1.

Day 4

Publishing #2.

IV. Teacher Resources

Grammar texts, anthologies.

Neshaminy School District

WRITING TO BE READ

Grade 8 | Page 1 of 3

Mode: Analytical/Persuasive   Form: Letter to the Editor
Business Letter   Audience: Peers

Writer's Purpose: To react to an editorial, positively or negatively, presenting the reader's point of view in letter form.

Assignment: Write a letter responding to an editorial that you have read. Limit your comments to one or two of the arguments presented with which you strongly agree or disagree.

I. Task Analysis:

A. Content
1. A brief introductory statement including identification of topic and the writer's reaction.
2. The body of the letter focuses on one or two statements made in the editorial. Reaction developed only in relation to the editorial. Reasons for support or disagreement stated clearly and concisely.
3. A concluding statement summarizing the agrument and offering alternative solution where applicable.

B. Organization
Conventional business letter format, limiting its length to three or four paragraphs.

C. Style and Word Choice
1. Letter should be in first person. Emphasis upon using standard English.
2. Tone of letter should be format rather than friendly.

D. Mechanics
1. Business letter form. Emphasis on punctuation of salutation and capitalization of complimentary closing.
2. Use of quotation marks in quoted sections of the editorial.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. In the prewriting process, review business letter format and use of quotation marks.
2. Have class read a teacher-prepared editorial and divide into two groups according to the position taken. Have students list a minimum of two or three reasons why they agree or disagree with the thrust of the editorial. Each group forms a concensus as to which are the strongest arguments for or against the editorial. Each group shall report its finding to the class.
3. Make certain students have an appropriate editorial to which he or she will react.

B. Drafting

1. Present assignment. Write first draft.

C. Revising and Proofreading

1. Divide class into pairs. Each reader will check his or her partner's letter for form and mechanics.
2. Using only the material in the partner's letter, each reader will write at the bottom of the letter:
   a. what he or she surmises to be the original opinion stated in the editorial, and,
   b. a summary of the position of the correspondent.
3. The reader will make ARMS comments on the letter (add, remove, manipulate, substitute. See Section B of this guide for explanation of ARMS).
4. Using the comments made by the reader, the writer revises the letter. If the reader has not adequately summarized
   a. the editorial opinion upon which the letter is based, or
   b. the argument of the writer as presented in the letter, then the writer should consider revising the letter for better understanding.

D. Publishing

1. Make the final copy of the letter to the editor. Prepare a bulletin board using the format of an editorial page, exhibiting the letters and the original editorials.
2. Discuss as a class the value of editorials and replies as an important part of being a responsive citizen in a community.

E. Evaluating

1. Final teacher evaluation should focus on format, organization and aptness of content.

Grade 8

III. Sample Teaching Plan

Day 1
Prewriting #1, #2

Day 2
Prewriting #3; Drafting

Day 3
Revising/Proofreading #1, 2; Assign #3

Day 4
Publishing #1, 2; Evaluating

IV. Teaching Resources

Newspaper and magazine editorials and letters to the editor.
Class editorials from previous editorial unit.
Textbook for punctuation and business letter forms.

Neshaminy School District

WRITING TO BE READ

Grade ______ Page of

Mode: ____________________________ Form: ______________________ Audience ______________________

Writer's Purpose:

Assignment:

I. **Task Analysis:**

A. **Content**

B. **Organization**

C. **Style and Word Choice**

Grade ______

D. Mechanics

II. Procedures for Teaching the Writing Process:

A. Prewriting

B. Drafting

C. Revising and Proofreading

Grade ______ Page of

D. Publishing

E. Evaluating

III. Sample Teaching Plan:

296

Grade _____ **Page of**

IV. Teaching Resources

Neshaminy School District

WRITING TO BE READ

Grade ______ Page of

Mode:______________________ Form:__________________ Audience__________________

Writer's Purpose:

Assignment:

I. Task Analysis:

A. Content

B. Organization

C. Style and Word Choice

D. **Mechanics**

II. **Procedures for Teaching the Writing Process:**

A. **Prewriting**

B. **Drafting**

C. **Revising and Proofreading**

Grade ______

D. **Publishing**

E. **Evaluating**

III. **Sample Teaching Plan:**

Grade _____ Page of

IV. Teaching Resources

Neshaminy School District

WRITING TO BE READ

Page 1 of 3

Grade 9

Mode: Analytical/Persuasive **Form:** Letter **Audience:** Peers, Editorial Staff of school paper

Writer's Purpose: To convince the readers of a school newspaper of the validity of the writer's praise or criticism of some aspect of the writer's new school.

Assignment: Select some aspect of your new school which you feel merits praise or criticism. Write a letter to the editor of your school paper praising or constructively criticizing this aspect. Give reasons for your position; be tactful, polite, but persuasive in your approach.

I. Task Analysis:

A. Content
1. A conscious awareness of the new environment.
2. Facts based on observation; interviews; meetings with teachers, administrators, etc.
3. A logical presentation of facts to support the writer's position.

B. Organization
1. Proper letter form.
2. A sequential presentation of facts to substantiate the position taken by the writer.
3. Proper paragraphing and use of topic sentences.

C. Style and Word Choice
1. Careful use of persuasive language.
2. Avoidance of negative or antagonistic terms.
3. A positive, constructive tone that is basically supportive of the school even when critical of selected aspects.
4. Avoidance of repetitious statements or sentence patterns.

D. Mechanics
1. Proper letter format.
2. Appropriate use of punctuation and capitalization within the letter.

II. Procedure for Teaching the Writing Process:

A. Prewriting
1. Discuss with the students what they consider to be the favorable and unfavorable aspects of the school.
2. Discuss with the class the necessity of having rules and regulations and how these are important to our private lives, to society, or to any large institution.
3. Explain the difference between constructive and negative criticism. Use the following "Gripe Box" activity:
   Students write some gripe on a slip of paper and place it in the gripe box. Teacher categorizes the gripes into "suggestion" and "complaint" columns on the board. Discuss how to reword a complaint in order to present it in the form of a suggestion.
4. Read sample "letters-to-the-editor" to the class. Have them bring in examples from various newspapers.

B. Drafting
1. Discuss various letter forms which might be used (full block, modified block, etc.).
2. Discuss parts of the letter (inside address, salutation, complimentary close, etc.).
3. Discuss special punctuation in letter writing.
4. Have class write their first drafts.

C. Revising and Proofreading
1. Divide the class into groups of not more than five. Have each person in the group read his/her letter to the other members and record their suggestions for improvement, as well as noting commendations. Each group member should be expected to mention one thing they particularly like about each letter and one thing they feel could be improved.
2. Teacher should circulate among the groups and interject comments. Encourage groups to examine reasoning behind praise or constructive criticism.
3. Each student shall exchange with another in the group and proofread the first draft for errors in mechanics.

D. Publishing
1. Select some letters to read to the class.
2. Have class select a few of the letters to send to the school newspaper.

Grade 9

E. Evaluating
   1. Letters should be evaluated on the basis of the persuasiveness of the argument, the constructiveness of the tone, the degree of logical development, and the handling of the letter format.
   2. Reactions of the school newspaper might also be considered along with the class' reaction.

III. Sample Teaching Plan:

Day 1
Discuss unique features of the new school. List some of these features on the board. Categorize them under desirable or undesirable (necessary/unnecessary). Ask the class to think further about some desirable or undesirable aspects for the next day.

Day 2
Add to the Day 1 List. Do the other prewriting activities listed, including the "Gripe Box".

Day 3
Do all the drafting activities. Some homework may be required.

Day 4
Do Steps 1 and 2 under Revising and Proofreading Activities.

Day 5
Write the final draft.

Day 6
Read selected copies to class. Send selected copies to school paper.

Neshaminy School District

WRITING TO BE READ

Grade 9

Mode: Analytical **Form:** Personal Essay **Audience:** Peers and Teacher

Writer's Purpose: To recollect a specific time in one's life and to relate it logically and clearly.

Assignment: Tell about your first day in school, i.e., (in kindergarten or first grade). Include your impressions, attitudes, and experiences. If you can't remember your very first day, tell about one of the earliest you can remember.

I. Task Analysis:

A. Content

A description of the feelings and experiences of that first day.

B. Organization

1. A narrative and/or different components, e.g., particular impressions, attitudes, and experiences.
2. Careful use of transitions between parts of the narrative and/or different components.

C. Style and Word Choice

1. Smooth narrative flow.
2. Use of suitable, vivid, descriptive words.
3. Suitable tone.
4. Overall clarity, with proper emphasis.

D. Mechanics

1. Punctuation and capitalization.
2. Uniform use of tenses.
3. Consistent use of first person.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Brainstorm recollections of new experiences students had when they were very young.
2. In small groups, brainstorm recollections students have of their first day in school. To jog their memories, the teacher may mention the school building, the classroom, the teacher, the classmates, if these were not mentioned in Step 1.
3. Individuals list their personal recollections and choose those items that are most outstanding.

B. Drafting

1. Present assignment. Have students examine some sample essays on "firsts" (not necessarily the first day of school.)
2. Establish focus for evaluation, particularly the importance of vividness.
3. Have students write the first draft.

C. Revising and Proofreading

1. Divide into groups of four. Have the first student read his/her paper aloud; the second student summarize it; the third student tell one thing he/she likes about the essay, and the fourth student tell one thing he/she would like to know more about. Rotate roles.
2. Incorporating implied and explicit advice from the groups, students rewrite their essays.
3. In pairs, each student proofreads the other's paper or students confer.
4. Students make corrections on their second drafts and turn in.
5. Teacher does sentence lifting work, focusing on clarity and vividness.
6. If necessary, students make third draft of essay.

D. Publishing

1. In small groups, students read each other's papers.
2. With entire class, discuss common experiences.
3. Students may submit their essays to the school literary magazine or to contests.

E. Evaluation

1. Ongoing during drafting and revising stages.
2. Final teacher evaluation will focus primarily on clarity and vividness.

III. Sample Teaching Plan

Day 1
Do prewriting activities and Steps #1 and 2 of drafting activities.

Day 2
Students write first draft.

Day 3
Do Steps #1 and 2 of revising procedures.

Day 4
Do Steps #3 and 4 of revising procedures.

Day 5
Do sentence lifting (and third draft) and Steps #1 and 2 of publishing activities.

Neshaminy School District

WRITING TO BE READ

Grade 9

Mode: Informative/Practical **Form:** Log and Critical Review **Audience:** Self and Peers

Writer's Purpose:
a. To keep a log of one's televiewing in order to gain perspectives on the importance of television in one's life.
b. To write a short critical review of one of the programs.

Assignment: Keep a five day (Monday through Friday) log of television programs viewed between the hours of 4:00 and 11:00 P.M. Then write a critical review of one of the programs - a weekly show, a one-time special, a nightly news show, etc.

I. Task Analysis:

A. Content

1. A log of one's television viewing.
2. A coherent record which requires students to provide specific information. (See sample log format.)
3. At least one paragraph reviewing and evaluating one of the programs.

B. Organization

1. A given organizational format for log and critical review. Sample:

Television Viewing Log

Day	Time	Channel	Program	Type of Program
Monday	8:00-9:00	6	"The White Shadow"	Situation comedy (school)
	11:00-11:15	3	"Eyewitness News"	News

2. Clear topic sentence(s) with supporting sentences.

C. Style and Word Choice

1. Correct titles and names.
2. Appropriate words and phrases describing program.

3. Careful choice of evaluative words when judging value of program.
4. Clarity.
5. Figurative language if appropriate.

D. Mechanics
1. Proper punctuation and capitalization. Correct spelling.
2. Acceptable manuscript format for log.

II. Procedure for Teaching the Writing Process:

A. Prewriting
1. On the board, write the titles of students' favorite programs.
2. Categorize the types of programs that appear: documentary, news, music, situation comedy, soap opera, lecture/demonstration (e.g., gardening, cooking, knowing the stock market).
3. Discuss the different programs for different opinions and views regarding their worth.
4. Read aloud or use dittoes or overhead transparencies to give examples of television reviews from daily newspapers. Have students react to the reviews and examine their critical approach.

B. Drafting
1. Present the assignment.
2. Direct students' attention to accuracy and neatness in keeping a log.
3. Stress the importance of a strong topic sentence for the review with supporting sentences.
4. Establish focus for evaluation: accuracy of log, content and organization of review, neatness.

C. Revising and Proofreading
1. Pair students. Have students read one another's first draft and give advice for revising. Partner should also proofread for mechanics.
2. Have students revise and correct first drafts, incorporating recommendations made by partners.
3. Collect second drafts.

D. Publishing
1. Teacher and class make a class profile of hours spent on specific types of programs. Discuss implications.
2. Teacher and class make a class profile of types chosen for critical reviews. Discuss.

E. Evaluation

Teacher grades logs/critical reviews on the basis of the focus of the assignment.

III. Sample Teacher Plan:

Day 1
Prewriting activities #1, 2, 3 and 4.

Day 2
Prewriting activities #5 and 6.
Presentation of assignment.

Day 3 (At the end of the five day log-keeping period.)
All drafting activities.

Day 4
Revising and proofreading activities.

Day 5
Publishing and evaluating activities.

Neshaminy School District

WRITING TO BE READ

Grade 9

Mode: Literary/Imaginative; Analytical/Persuasive

Form: Several: ads, playbill, script, biographical sketch, log of activities and events, book review, narrative incident

Audience: Peers

Writer's Purpose: To communicate one's response to a work of fiction through various written forms; to choose one of those forms to demonstrate one's understanding of the book and/or to convince others to read it.

Assignment: Following the completion of one of the required class novels, you will be divided into groups according to mutual interest and write on one of the following topics:

1. Create an advertisement for the book. All three forms listed here must be employed: a playbill including some pictorial depiction, a newspaper advertisement, and a radio ad script.
2. Write a biographical sketch of one of the main characters in the novel. An intermixture of facts from the novel and the writer's creativity may be employed.
3. Assuming the role of a private detective, record the activities of one of the characters as described in the novel.
4. Select some incident vividly described in the story and rewrite it from three different points of view: first person, third person, and omniscient.
5. A review of the book.

I. Task Analysis:

A. Content
1. A complete familiarity with the source material - the novel.
2. An imaginative presentation of facts or incidents from the book.
3. Facts and incidents as perceived from a particular point of view.
4. A narrative sequence of events and characters.
5. A selective presentation of events and characters for a particular purpose.

B. Organization
   1. Organization will vary depending on the choice of assignment.
   2. All assignments must have an imaginative, logical, and/or persuasive and coherent arrangement of material.

C. Style and Word Choice
   1. Style will vary with assignment.
   2. Many assignments will employ words with visual appeal: descriptive words, figurative language.
   3. Sentence variety.
   4. In some cases, persuasive, "loaded" language.

D. Mechanics
   1. Proper use of punctuation and capitalization.
   2. Accurate spelling.
   3. Proper usage, e.g., agreement, tense, pronoun forms.

II. Procedure for Teaching the Writing Process:

A. Prewriting
   1. Group class according to assignment preference.
   2. Review outstanding portions of the novel just completed which might appeal to each of the groups.
   3. Discuss "coming attractions" as seen on T.V. How much information is given? Read and discuss movie advertisements in newspapers.
   4. Discuss show summaries as written in T.V. guide or in the entertainment section of a newspaper.
   5. Read character descriptions from newspaper or T.V. guide.
   6. Read sample book reviews to class.
   7. Do other activities that might help prepare each group for the writing forms they will be employing.

B. Drafting
   1. Discuss format with each group. (Pictorialuse with advertising group).
   2. Discuss importance of descriptive and persuasive language.
   3. Point out the importance of creating a vivid picture through descriptive words in dealing with the biographical sketch. Abstract terms should be used to reveal inner character.
   4. Point out the importance of logical, sequential order in the private detective report. Clarity of expression and accuracy of facts are key considerations here.

5. The viewpoint assignment will require that special attention be given to consistency of person and tense, as well as selective use of description.
6. The book review must be factually accurate. References from the book must be included to substantiate the critical comments of the critic.
7. Have groups begin their work.

C. Revising and Proofreading

1. Have each group read their work to the class. The class and the teacher should comment on the presentation mentioning things they like and things they feel could be improved. A group recorder should make notes of the comments.
2. Each group should exchange papers with another group for proofreading. Check for accuracy in spelling, punctuation, etc. Look for the points discussed under "Drafting".
3. Groups will then rewrite the first draft and submit the revision to the teacher.

D. Publishing

1. Share group projects with the class. Begin with the advertisement.
2. Post some of the projects on the bulletin board.

E. Evaluating

1. Allow each of the groups to evaluate the work of the other groups. Discuss evaluative criteria and how it varies depending on the form.
2. Projects may be used as a guide for use the next year.

III. Sample Teaching Plan

Day 1

1. Explain the assignment thoroughly.
2. Review the highlights of the novel with the class.
3. Allow the class members to determine with which assignment they wish to work.
4. As a homework assignment, have the class cut from the newspaper a review, an advertisement, a character review, etc., depending on which group assignment they choose.

Day 2

1. Review assignment.
2. Read some of the homework articles.
3. Divide class into groups.
4. Proceed with prewriting activities.

Grade 9

Day 3	Write first draft.
Day 4	Do Steps 1 and 2 listed under Revising and Proofreading.
Day 5	Do Step 3 listed under Revising and Proofreading.
Day 6	Share projects with class.

Neshaminy School District

WRITING TO BE READ

Grade 10

Page 1 of 3

Mode: Analytical/Persuasive

Form: Written speech soliciting support.

Audience: Peers, possibly adults

Writer's Purpose: To write a speech soliciting votes or general support for election to a school office or committee, such as Student Council.

Assignment: Write a speech in which you solicit support for your "candidacy" for a school office, committee, club, service organization. Present your qualifications for the job and the problems confronting the organization and how you would deal with them. Consider your audience very carefully and what it takes to convince them that you are the right person.

I. Task Analysis:

A. Content
1. Presentation of qualifications for the job.
2. Discussion of the problems the writer feels the organization faces and how s/he plans to help solve them.
3. Appeal to the audience. Use of repetition when appropriate for emphasis.

B. Organization
1. Follows an outline prepared in advance.
2. Strong, forceful topic sentences. Supporting examples, reasons, explanations in the body of each paragraph.
3. Attention-getting. Major points outlined clearly and in an order of increasing appeal and strength.

C. Style and Word Choice
1. Highly connotative language that has personal appeal to audience.
2. Not real formal but not too colloquial - an approach that talks directly to the student body in a friendly, respectful, informal manner.
3. Repetitive use of certain words and phrases for emphasis if appropriate

Grade 10

D. Mechanics
Proper punctuation, capitalization, and usage since speech may appear in print.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Discuss with the entire class the role of organizations like Student Council, as well as other clubs and service groups. Consider the limitations placed on these organizations by school law, the school administration, teachers, students.
2. Discuss the value of belonging to such organizations.
3. Identify issues that these organizations are currently dealing with.

B. Drafting
1. Present assignment. Establish audience for speech as entire student body or current members of the particular organization.
2. Establish focus for the evaluation: skills listed under Task Analysis, plus public speaking considerations such as eye contact, posture, voice inflection, articulation.
3. Have students develop an outline for their speech and then write their first draft.

C. Revising and Proofreading
1. Have students work in pairs. Each student reads his speech aloud to his/her partner, who gives suggestions for improving. Speech is then given to the partner to proofread for mechanics.
2. Students revise their speeches.
3. Collect and grade.

D. Publishing
Students read their speeches to the entire class and determine the extent to which their "candidacy" is supported by the class due to the persuasiveness of the speech. "Would you vote for me?"

E. Evaluating
Part of the publishing activity. Ideally, speeches should be given in real-life situations in which the students are seeking an office or a club or committee membership, but in most cases this will not be possible.

Grade 10

III. Sample Teaching Plan:

Day 1
All prewriting activites.

Day 2
All drafting activities.

Day 3
Finish first draft.

Day 4
All revising activities.

Day 5
Publishing.

Neshaminy School District

WRITING TO BE READ

Grade 10

Page 1 of 3

Mode: Literary/Imaginative **Form**: Short Story **Audience**: Peers

Writer's Purpose: To create a short story with emphasis on plot.

Assignment: Given a choice of specific settings, antagonists, and protagonists, write a story of 500 to 700 words with emphasis on plot.

I. Task Analysis:

A. Content
1. A plot development, including rising action, conflict, and climax.
2. Credible use of given setting, antagonist, and protagonist.
3. Clear characterization of antagonist and protagonist.
4. Plausible resolution.

B. Organization
1. Sequential order.
2. Natural transition between sentences and paragraphs.

C. Style and Word Choice
1. Descriptive words.
2. Active voice.
3. Action words.
4. Figurative language if appropriate.
5. Naturalness of any dialogue.

D. Mechanics
1. Sentence structure.
2. Punctuation and paragraphing of dialogue.
3. Capitalization.
4. Spelling.

II. Procedure for Teaching the Writing Process:

A. Prewriting

1. Divide class into groups. Give each a picture containing some form of present or past action. Have group write an anecdote explaining the action of the picture. Show the picture and read the story to the class.
2. Divide class into groups. Have each student in the group select one object he has with him. In fifteen minutes have each group write a short narrative incorporating all the objects. Have each group read its story to the class and show the objects. Have them review with the class how they went about developing their group story.
3. Have five volunteers continue telling a story started by the teacher. Have each volunteer advance the story for about a minute before moving on to the next volunteer. The last volunteer must bring the story to a close.
4. Review previously read stories that stress the manner in which each incident in the plot contributes to the story. Emphasize plot. Outline the plot of one or two stories, calling attention to the amount of space devoted to different events.

B. Drafting

1. Present assignment. Provide students with possible protagonists, antagonists, and settings.
2. Direct students' attention to punctuation and paragraphing of dialogue in stories the class has read.
3. Establish focus for evaluations: plot structure should receive the greatest emphasis.
4. Have students write the first draft.

C. Revising and Proofreading

1. Divide students into small groups. Have each student read his story aloud; have the group critique the story on the basis of interest, clarity, and plot structure. Writer will take notes on suggestions made. Teacher circulates, listens, and advises.
2. Student writes second draft and submits to teacher.
3. Teacher will direct attention to specific language skills, e.g., mechanics (particularly dialogue punctuation), varying sentence structure, word choices, etc.
4. Students make revisions on second draft based on teacher recommendations and lessons on skills.
5. Before making final copy, students may exchange papers for proofreading - particularly of dialogue punctuation.

D. Publishing
   1. Stories are shared with the class. May be dittoed and stapled together to form class book of stories.
   2. Students are encouraged to submit stories to school publications, Scholastic Magazines, etc.

E. Evaluation
   Teacher evaluates the final copy based on the assignment's focus.

III. Sample Teaching Plan:

Day 1
Do any two of the prewriting activities.

Day 2
Do first three drafting activities.

Day 3
Write first draft.

Day 4
Do first revision activity.

Day 5
Have class write second draft.

Day 6
Do the third and fourth revision activities.

Day 7
Publishing.

Neshaminy School District

WRITING TO BE READ

Grade 10 Page 1 of 3

Mode: Informative/Practical **Form**: Invitations **Audience**: Peers, friends, relatives

Writer's Purpose: To invite a friend or relative to a special occasion at the writer's home; to thank a friend or relative for a gift.

Assignment: Write a letter inviting a friend or relative to a special occasion; then write a thank you note for a gift you received.

I. Task Analysis:

A. Content
  1. Pertinent information suitable to the special occasion, e.g., time, place.
  2. A thank you note including more than just "thank you".

B. Organization
  1. Letter form.
  2. Clear enumeration of pertinent facts.
  3. Paragraphs with appropriate topic sentences and transitions.

C. Style and Word Choice
  1. Formal or informal depending on audience and occasion.
  2. Genuine, sincere tone.
  3. Judicious use of "thank you," "I," "very much," and other common experessions used in such letters.

D. Mechanics
  1. Correct spelling.
  2. Correct capitalization and punctuation.
  3. Appropriate letter format.
  4. Legible cursive handwriting.

II. Procedure for Teaching the Writing Process:

A. Prewriting

1. Have students list events to which one sends or receives invitations and thank you notes.
2. Discuss the kinds of invitations that are appropriate for different types of events, from the very formal to the very informal.
3. Discuss the awkwardness often experienced in writing thank you notes to relatives. Discuss ways of sounding genuine and sincere and of going beyond a mere "thank you."

B. Drafting

1. Present assignment. Examine model invitations found in textbook and ones that students bring into class.
2. Establish focus for evaluation, e.g., content, organization of letters, clarity, suitability of style and tone.
3. Have students write the first draft of the letter of invitation and do the following revising and proofreading activities before writing the thank you letter.

C. Revising and Proofreading

1. Divide the class into groups of three or four and have students critique the letters according to the agreed upon criteria. Focus on appropriateness of content and style for the particular audience involved.
2. Have students proofread for mechanics and rewrite.

D. Publishing

1. Ask students to share the final drafts with students who have not seen the first drafts. Ask readers to react as if they were the receiver of the letter. Would they want to attend the event? Would they feel the thank you was genuine?
2. Post sample letters on bulletin board.

III. Sample Teaching Plan:

Day 1

1. Prewriting activities #1, 2, and 3.
2. Drafting activities #1 and 2.

Day 2

1. Drafting activity #3.
2. Revising activity #1.

Grade 10

Day 3

1. Finish revising activity #1.
2. Revising activity #2.

Days 4 and 5

Repeat Days 2 and 3 for thank you letter.

Day 6

Publishing activities.

Neshaminy School District

WRITING TO BE READ

Page 1 of 2

Grade 10

Mode: Analytical/Persuasive   Form: Campaign Button   Audience: Peers

Writer's Purpose: To persuade in one of the briefest, most emphatic forms.

Assignment: Design a campaign button that includes a slogan and a specific symbol (or other illustration).

I. Task Analysis:

A. Content
A button (made with 4 x 6 cards and magic markers) that contains a slogan and a symbol.

B. Organization
Emphasis on quick impact.

C. Style and Word Choice
1. Choice of precise, vivid words.
2. Use of metaphor and/or symbolism.

D. Mechanics
1. Spelling.
2. Capitalization (if both upper and lower cases are used).

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Teacher and class brainstorm causes (local and global) that concern the students.
2. In small groups, students discuss concerns mentioned in step one and choose one to represent using the button format.

B. Drafting
1. Each small group composes a slogan and creates an accompanying illustration.
2. Students make enough buttons for the entire group.

Grade 10

C. Revising and Proofreading

Ongoing in group drafting process.

D. Publishing

Students wear their buttons and show them to students in other groups.

E. Evaluating

1. Students react informally to each group's buttons.
2. Teacher does not grade, but class discusses the effectiveness of each button.

III. Sample Teaching Plan

Day 1

All activities.

Neshaminy School District

WRITING TO BE READ

Grade 11

Page 1 of 3

Mode: Literary/Imaginative **Form**: Reminiscence **Audience**: Peers, Family, Literary Magazine

Writer's Purpose: To recapture an incident from the past for self-enjoyment as well as for the pleasure of sharing a memory.

Assignment: Write a narrative describing a clearly remembered incident from your childhood. Use dialogue and descriptive language. Give the reader a sense of "being there".

I. **Task Analysis**:

A. Content
1. Incident described in enough detail for reader to share the writer's feelings.
2. Dialogue, if appropriate.

B. Organization
1. An "attention getter" first sentence.
2. Chronological development for the body.
3. Decisive conclusion.
4. Effective use of transitions.

C. Style and Word Choice
1. Style and word choice suitable for incident related.
2. Word choice reflects author's effort to give reader impression of sharing the incident.
3. Descriptive details. Vivid adjectives, strong verbs.

D. Mechanics
1. Correct use of paragraphing form.
2. Correct spelling and punctuation, including use of quotation marks in dialogue, if used.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Have class discuss memories, including why people remember certain things and forget others.
2. Teacher calls on students to state what their first or earliest childhood memories are.
3. Students read "Remembering Childhood" in Writing to be Read by Macrorie. Read the chapter and discuss which account students prefer and why.

B. Drafting
1. Establish focus for evaluation.
2. Student writes first draft.

C. Revising and Proofreading
1. Class works in groups, critiquing each other's papers.
2. Suggestions for improvement are to be written on another sheet and attached to first draft.
3. Each student revises his/her own narrative as homework and submits to teacher.
4. Teacher uses sentence and paragraph lifting technique and distributes dittoed worksheet to class for discussion.
5. Teacher returns papers to students for the writing of the final draft.

D. Publishing
1. Best papers should be submitted to literary magazine.
2. Students should be encouraged to share their papers with their parents to see if everyone remembers the incident in the same way.

E. Evaluating
Teacher grades, focusing on Task Analysis skills.

III. Sample Teaching Plan:

Day 1
Prewriting #1 and 2.

Day 2
Prewriting #3.

Day 3
Prewriting #4.

Day 4
Drafting #1 and 2.

Day 5
Revising and proofreading #1 and 2.

Day 6
Revising and proofreading #3 and 4.

Day 7
Evaluating.

Neshaminy School District

WRITING TO BE READ

Grade 11

Page 1 of 2

Mode: Informative/Practical Form: Written directions Audience: Visitor

Writer's Purpose: To guide a stranger from one designated point to another.

Assignment: Write specific directions so that somebody who has never been to Bucks County before could leave this school and find your home without difficulty. Be sure to give landmarks, street names, distances, and any other pertinent information.

I. Task Analysis:

A. Content
1. Use of specific detail.
2. Citing of landmarks which could be readily discerned by a stranger.
3. Description of facade of the home, emphasizing unique features (e.g., mailbox, landscape, color of home).

B. Organization
1. Step by step directions from starting point to finish.
2. Paragraphing.
3. Transitions from general directions to specific details.
   Example: General directions - direction, distance.
   Specific directions - traffic lights, specific landmarks.

C. Style and Word Choice
1. Concise writing.
2. Clear writing.
3. Sequential writing.
4. Correct use of modifiers to avoid confusion in directions.

D. Mechanics
1. Spelling (e.g., street names, names of gas stations, stores).
2. Underlining key points in directions.

II. Procedure for Teaching the Writing Process:

A. Prewriting
1. Teacher explains assignment.
2. Teacher and/or students share anecdotes which emphasize the importance of clear directions.
3. Teacher and students select and discuss specific ways in which directions can be misleading.
4. Students give examples of typical landmarks
5. Students discuss obvious landmarks not noticed on way to school.
6. Teacher has students list key landmarks on designated route.
7. Students sketch map to their home from above list of information.

B. Drafting

Students write directions according to assignment.

C. Revising and Proofreading
1. Students exchange papers.
2. Working with the paper which he has received, student attempts to draw a map from the written directions.
3. Students return papers and maps.
4. Author checks partner's map for accuracy of written directions.
5. If map is inaccurate, author should rewrite directions, working to clarify confusing parts. Then have partner try drawing the map again.

D. Publishing

Not applicable. Have shared during revising stage.

E. Evaluating

Teacher evaluation based on accuracy and clarity of directions.

III. Sample Teaching Plan

Day 1

Prewriting and writing draft.

Day 2

Complete the writing, revising, and proofreading. Teacher collects papers.

Neshaminy School District

WRITING TO BE READ

Page 1 of 3

Grade 11

Mode: Analytical/Persuasive **Form:** Personal Statement **Audience:** Personnel Director or Admissions Director

Writer's Purpose: To present personal qualifications with emphasis on suitability of applicant for a position or placement.

Assignment: Write a personal statement providing information which will persuade the reader to select the applicant as an employee or student.

I. Task Analysis:

A. Content
1. Three or four characteristics, such as reliability or sincerity, which are critical to persuade the employer or admissions officer that the applicant is qualified for acceptance.
2. Support for the above in the form of specific experiences, aptitudes, interests, and achievements.

B. Organization
1. Statement of purpose, applicant's qualifications, and conclusion.
2. Transitions.

C. Style and Word Choice
1. Attention to tone for the specific audience.
2. Attention to formal style.
3. Avoidance of clichés, contractions and colloquialisms.
4. Avoidance of second person.

D. Mechanics
1. Paragraph form.
2. Proofreading.

365

E. Appearance
1. Appropriate paper.
2. Blue or black ink (typewriter ribbon).
3. Margins and indentations.

366

Grade 11

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Teacher presents the assignment.
2. Students suggest qualities relative to success.
3. Class categorizes these qualities by their relevance to the assignment (e.g., punctuality may be critical to acceptance for a job but not to acceptance to college.)
4. Class chooses one general quality, such as reliability, and supports with hypothetical examples.
5. Teacher and students develop a model paper, or teacher shows model papers and/or application forms.
6. Each student lists his own qualities and then chooses three or four that he/she considers the most pertinent and convincing.
7. Teacher and students discuss tone, organization, and mechanics.

B. Drafting

1. Students write first draft.
2. Teacher collects first draft.

C. Revising and Proofreading

1. Teacher selects specific sentences with common errors and/or stylistic problems. These may be presented in the form of dittoed sheets or overhead transparencies.
2. Students proofread their own papers using a check list.
3. Students write final copy.

D. Publishing

1. Students send their papers to potential employers or to colleges.
2. Students evaluate the effectiveness of teacher selected, anonymous student papers.

E. Evaluating

1. Final teacher evaluation focuses on content, organization, and tone.

III. Sample Teaching Plan: 4 - 6 days

Day 1

Teacher presents assignment. Class and teacher do prewriting activities #2, 3 and 4.

Day 2
Teacher and class do prewriting activities #5, 6, and 7.

Day 3 or for homework
Students write first draft.

Day 3 or 4
Students do sentence lifting and proofreading.

Day 4 or 5 or homework
Students write final copy.

Day 5 or 6
Students do publishing activities.

Neshaminy School District

WRITING TO BE READ

Grade 11

Page 1 of 3

Mode: Literary/Imaginative **Form:** Folk Tale, Legend, Tall Tales, Myth **Audience:** Peers and Teacher

Writer's Purpose: To create a folk tale, legend, tall tale, or myth which is either an extension of one already read or is original.

Assignment: Write a folk tale, legend, tall tale or myth that either adds a new anecdote to an old folk tale, tall tale, legend, or myth or write one that is original with you. Be sure to make your main character larger than life. Use vivid, colorful language and emphasize such literary devices as hyperbole, simile, and metaphor. Include a moral if appropriate.

I. Task Analysis:

A. Content

1. The main character, given superhuman characteristics, accomplishes impossible tasks.
2. Exaggeration for humorous or emphatic purposes is important.
3. Story may include a moral.

B. Organization

1. Conventional short story structure which includes introduction, development of character, and resolution.
2. Story should have a strong introduction, a middle section, and a rather abrupt conclusion.

C. Style and Word Choice

1. Informative, colloquial approach.
2. Vivid description, relying heavily on strong verbs.
3. Emphasis on hyperbole, simile, and metaphor.
4. Sparing use of adjectives.

D. Mechanics

1. Correct use of dialogue.
2. Variety of sentence structure.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Students read several assigned folk tales, legends, etc.
2. Class discusses qualities of technique, style, and content.
3. Listing on board of common elements in the stories - strong character, moral, supernatural qualities, etc.
4. Students analyze effectiveness of poetic devices.
5. Each student plans his or her story.

B. Drafting

1. Establish focus for evaluation, e.g., story line and effective use of descriptive language and dialogue.
2. Student writes first draft.

C. Revising and Proofreading

1. Class divides into groups of not more than five.
2. Each student shares his first draft with his group for peer evaluation. Members of the group should make specific recommendations for improvement, focusing on skills that are important for writing this kind of story.
3. Students write second draft and submit to teacher.
4. Teacher uses technique of sentence and paragraph lifting to illustrate both strengths and weaknesses. Entire papers may be dittoed and reviewed by the class.
5. Teacher returns paper to student, who then writes final draft.

D. Publishing

1. Papers may be dittoed or displayed on bulletin board.
2. Best papers should be submitted to literary magazine or entered in contests.
3. Student work may be compiled into booklets and given to each student for a keepsake.

E. Evaluating

Teacher grades and returns, focusing on Task Analysis skills.

III. Sample Teaching Plan:

Prewriting time devoted to reading and discussion of folk tales, (legends, etc.) will vary.

Grade 11

Day 1
Drafting: teacher establishes focus for evaluation. Students write first draft.

Day 2
Revising: groups meet to share first drafts and make recommendations.

Day 3
Students write second draft and submit to teacher.

Day 4
Sentence lifting as activity. Teacher returns papers.

Day 5
Final draft written.

Day 6, etc.
Publishing activities.

Optional teaching plan allows time lapse between Day 2 and Day 3 or between Day 3 and Day 4.

Neshaminy School District

WRITING TO BE READ

Grade 12

Mode: Analytical

Form: Problem solving paragraph

Audience: Peers, Teacher

Writer's Purpose: To explain in one paragraph a decision regarding a personal problem or dilemma that has been facing the writer.

Assignment: Choose a personal dilemma that you face and with the help of others in your group list the advantages and disadvantages of the alternative solutions to this dilemma. Then write a one paragraph explanation of your solution to the problem.

I. Task Analysis:

A. Content
1. Should be dilemmas that reflect real decisions that students must make, e.g., to buy the used car or not, to work after school or not, to give an unchaperoned party or not, to work at the shore all summer or not.
2. Lists of as many advantages and disadvantages as possible.
3. A well-reasoned paragraph citing justification for the final decision.

B. Organization
1. A well-organized paragraph with a strong topic sentence, followed by supporting reasons for the decision.
2. Smooth and logical transitions between sentences.

C. Style and Word Choice
1. Formal style.
2. Precise, carefully-chosen language that convinces the reader of the wisdom of the decision.

D. Mechanics
1. Written in third person.
2. Correct spelling, punctuation, and usage.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Teacher leads discussion of problems and dilemmas facing class members. Some typical ones are emphasized, and a listing of two or three advantages and disadvantages for different decisions or resolutions are cited and discussed. Each student is asked to contribute at least one personal dilemma for listing and discussion by the class.
2. The class chooses one of the dilemmas and outlines the writing of the resolution paragraph together.
3. Students are divided into groups prior to the drafting stage.

B. Drafting

1. Working together, each group helps each group member list the advantages and disadvantages of different solutions.
2. Teacher establishes the focus for evaluation (see Task Analysis).
3. Each student writes a problem-solving paragraph.

C. Revising and Proofreading

1. Paragraphs are exchanged among groups.
2. After each student has had a chance to read several, the class as a whole develops a scoring guide or "rubric" for the assignment, based on a 4-point holistic evaluation scale (see section on holistic evaluation in this curriculum guide for an explanation).
3. Each group holistically scores the papers of another group using the scoring guide. Groups should discuss among themselves each paper they read and agree on the scores they give. The teacher may wish to duplicate copies of each paper to make this group task easier.
4. Possible revision based on holistic evaluation (see Evaluating below).

D. Publishing

Papers have already been shared within the class at the revising stage. There need not be any further sharing.

E. Evaluating

Holistic scoring done at the revising stage by the students and teacher. Students may wish to revise their paragraph based on this assessment and resubmit to the teacher and/or students for a possible higher holistic score. Using the scoring guide for this purpose helps to make revising an important learning experience.

Grade 12

III. Sample Teaching Plan:

Day 1
Prewriting #1 and 2.

Day 2
Prewriting #3 and all drafting #1 and 2.

Day 3
Drafting #3 and Revising #1.

Day 4
Revising #2.

Day 5
Revising #3 and 4.

Neshaminy School District

WRITING TO BE READ

Page 1 of 2

Grade 12

Mode: Analytical/Persuasive
Informative/Practical

Form: Letter

Audience: 9th Grade Students

Writer's Purpose: To write a letter offering advice and guidance to younger students.

Assignment: Write a letter to ninth grade students telling them how they can get the most benefit from their high school experience.

I. Task Analysis:

A. Content
1. An informational letter with advice to ninth graders.
2. Specific areas of emphasis, e.g., academic, co-curricular, social.
3. Use of school facilities, e.g., library, guidance services, career center, direction center, others.
4. Supporting details, examples.

B. Organization
1. Letter format.
2. Division into separate topics, with at least one paragraph per topic.
3. A logical, persuasive arrangement of paragraphs.
4. Use of topic sentences, methods of development.

C. Style and Word Choice
1. Friendly, concerned, understanding.
2. Free of clichés.
3. Active voice.
4. Humor, if appropriate.

D. Mechanics
1. Proper use of punctuation and capitalization within letter.
2. Accurate spelling.
3. Appropriate usage, e.g., agreement, tense, pronoun case.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Conduct class discussion or have students write briefly on the following topic: "One thing I wish I knew/did/realized when I started high school is ....."
2. Share any written reactions.
3. Categorize the "one thing I wish" statements according to types of concerns.
4. Review rules of letter writing, including addressing an envelope.
5. Accentuate the positive.

B. Drafting
1. Present assignment.
2. Focus for evaluation: clarity and soundness of advice; proper letter form; organization of material.

C. Revising and Proofreading
1. Teacher may collect letters and make written recommendations for improvement.
2. Students may exchange letters and critique them, suggesting, among other things, how the writer's advice and guidance may be more effectively presented.
3. Write final letter; address envelope.

D. Publishing
1. Teacher collects letters and submits them to a ninth grade teacher.
2. If practical, ninth grade students may respond to letters and react to the advice given.

E. Evaluation
Teacher grades final letter, emphasizing focus for evaluation that has been established.

III. Sample Teaching Plan:

Day 1
All prewriting activities.

Day 2
Drafting of the letter

Day 3
Revising and proofreading activities.

Day 4
Publishing and evaluating.

Neshaminy School District

WRITING TO BE READ

Grade 12

Page 1 of 3

Mode: Analytical/Persuasive   Form: Personal Letters   Audience: Addressee, Peers, Teacher

Writer's Purpose: To persuade the recipients of three different letters of the validity of the writer's point of view regarding a potentially controversial incident or set of circumstances.

Assignment: Using a single real incident from your life that would be viewed in different ways by parents, peers, older siblings, school authorities, police, and ministers or rabbis, OR pretending you were arrested on the way to the shore for speeding after you promised your father not to use his car while he was away, write three letters explaining your point of view regarding what happened to any three of the suggested audiences or to other audiences of your choice.

I. Task Analysis:

A. Content

1. The incident described in detail. Details stressed will vary as the audience changes.
2. Use of persuasive words and careful argumentation in all letters to reflect change of voice.

B. Organization

1. Letters addressed to ministers, police chief, school principals, etc., will follow formal business letter format.
2. Letters addressed to peers, siblings, etc., will be informal and contain only the date, salutation, body, and close.

C. Style and Word Choice:

1. Words used must be carefully evaluated for effectiveness with each of the three audiences.
2. Formal and informal style choices must be appropriate to the audiences.
3. A humorous approach might be attempted in at least one letter.

D. Mechanics
   1. Formal as well as informal letter format.
   2. Correct paragraphing.
   3. Correct punctuation, capitalization, and spelling.

II. Procedures for Teaching the Writing Process:

A. Prewriting
   1. Discuss and list on board various reasons for writing letters.
   2. Discuss voice in writing. Show how it changes and why it changes. Choose an incident and have students practice dealing with it in relation to different audiences.
   3. Have students give examples from their own lives of times when they have tailored their argument and language to match their audience.
   4. Review format for formal and informal letter writing.

B. Drafting
   1. Present assignment.
   2. Establish focus for evaluation, e.g., persuasive language, shifting voice, argumentation.
   3. Students write first draft.

C. Revising and Proofreading:
   1. Students work in groups, evaluating letters written by another group. Emphasis is on how argument shifts based on audience considerations.
   2. Group suggestions should be written on a separate sheet and attached to letters.
   3. Letters with comments are returned to writers who then prepare a revised draft of each.

D. Publishing
   1. Groups select those letters which were most successful in meeting the assignment.
   2. Selected letters are displayed in the room.

E. Evaluation
   Final teacher evaluation based on success in persuasion and argumentation, as well as correctness of form.

Grade 12

III. Sample Teaching Plan:

Day 1
Prewriting steps #1, 2, 3.

Day 2
Prewriting stel #4 and drafting activities.

Day 3
Revising and proofreading.

Day 4
Publishing and evaluating.

Neshaminy School District

WRITING TO BE READ

Page 1of 2

Grade 12

Mode: Literary/Imaginative Form: Cinquain Audience: Teacher, Peers literary magazine

Writer's Purpose: To write a cinquain using a subject of the writer's own choice.

Assignment: Write a cinquain following the pattern set by Adelaide Crapsey in "These be three silent things..." Your choice of precise, succinct language is all important.

I. Task Analysis:

A. Content
  1. Content must be appropriate for development in a cinquain.
  2. Content should be imaginative and perceptive.

B. Organization
Cinquain form - 1st line 2 syllables
2nd line 4 syllables
3rd line 6 syllables
4th line 8 syllables
5th line 2 syllables

C. Style and Word Choice
  1. Imaginative word choice.
  2. Use of imagery.

D. Mechanics
Rigid observance of cinquain format and punctuation.

II. Procedures for Teaching the Writing Process:

A. Prewriting
1. Put the Crapsey poem or other cinquains on the board.
2. Discuss word choice, e.g., "falling" instead of "fallen", "mouth" instead of "face."
3. Discuss syllabication.
4. Have students suggest appropriate words which might replace "silent" in the second line, e.g., "happy."

B. Drafting

Have students write a cinquain of their own.

C. Revising and Proofreading
1. Students work in groups, checking each other's poems and making suggestions for improvement.
2. Poems are returned to authors.
3. Authors prepare final drafts.

D. Publishing
1. Poems are displayed in the room.
2. Best poems are submitted to literary magazine.

E. Evaluation

Teacher evaluation focused on word choice and adherence to form.

III. Sample Teaching Plan:

Day 1

Prewriting and first draft.

Day 2

Group work. Start final draft. Finish for homework.

Day 3

Collect poems and evaluate.

Day 4

Run off best papers. Discuss in class.

Neshaminy School District

WRITING TO BE READ

Grade 12 (Format could also be used in Grade 11)

Mode: Analytical

Form: Essay

Audience: Teacher, Peers, possibly the public

Writer's Purpose: To study and analyze a character or incident in a literary work in order to come to an understanding of the importance of the character or incident to the development of the theme of the work.

Assignment: Choose an implausible or a realistic incident or character in Dostoevski's novel Crime and Punishment and in a well organized, well written essay of 500 to 1,000 words, explain why this incident or character is important to the work and how it relates to other perhaps more plausible elements in the rest of the novel.

I. Task Analysis:

A. Content
1. Demonstrates an understanding of the novel.
2. Reflects a grasp of the plausibility or implausibility of the character or incident.
3. Demonstrates an awareness of the writer's purpose in introducing the character or incident.
4. Provides some specifics from the work in the opening paragraph, but not enough to give away the whole argument.
5. Use of brief quotations where applicable.

B. Organization
1. Develop a single theme or thesis.
2. At least three specific arguments, each developed with strong supportive material.
3. A strong conclusion that is not merely a restatement of the topic sentence.
4. Paragraphs of five or six sentences.

C. Style and Word Choice
1. A formal style.
2. Objective approach to topic.
3. Third person.

D. Mechanics
   1. Sticks to one tense - the present or the past - in providing details from the narration.
   2. All periods and commas placed inside quotations.
   3. Title of the novel underlined whenever mentioned in body of the paper.
   4. All proper nouns identified the first time, and spelled correctly.
   5. Such phrases as "there is," "there are," "it is," "it was," not overused.
   6. Avoids "you," even though the person reading the composition is the "you."
   7. Avoids "we see," even though the reader is the "we" and the "you."

II. Procedures for Teaching the Writing Process:

A. Prewriting
   1. Have students learn pronunciations and variant spellings of characters' names.
   2. Discuss the characters' names as indications of personal characteristics.
   3. Discuss symbolism, (e.g., the wearing of the hat).
   4. Identify clues in the beginning of the novel and discuss their importance to the work.
   5. Analyze the effect of the environment on the actions of the individual.
   6. Analyze the significance of the letter which shows the dominance of the male.
   7. Discuss the ambivalence of the protagonist.
   8. Discuss the value of suffering and how it can bring a man to greater self-understanding.
   9. Discuss what goes on in a person's mind after he has committed a crime.

B. Drafting
   1. Establish focus for evaluation. Include all details pertinent to character or incident.
   2. Write first draft.
   3. Delete material that does not contain strong supportive evidence.

C. Revising and Proofreading
   1. Lift from the first drafts examples of sentences or paragraphs that demonstrate different strengths and weaknesses in the papers. Discuss.
   2. Have students delete all material that does not contain strong supportive evidence.
   3. Concentrate on strong verbs using the active voice.
   4. Check relevancy of quotations.
   5. Check readability of manuscript.

6. Check for misspelled words, misleading words, and ambiguities.
7. Write second draft and submit to teacher.
8. Teacher returns paper with appropriate comments to student, who then writes final copy.

D. Publishing
1. Best papers may be dittoed for class to analyze.
2. If applicable, the paper may be submitted to a newspaper writing contest.

E. Evaluation
Final teacher evaluation based on Task Analysis Skills.

III. Sample Teaching Plan

Day 1
Background information on author, including biographical material which shows his insight into characterization.

Day 2
Discussion of characters and setting of novel as well as individual student reactions.

Day 3
Prewriting activities not previously covered. Assign writing of first draft.

Day 4
Conference with teacher and consequent recommendations on first draft.

Day 5
Students write second draft and return to teacher.

Day 6
Teacher returns paper with suggestions for improvement.

Day 7
Students submit final copy.

Neshaminy School District

WRITING TO BE READ

Grade 12

Page 1 of 3

Mode: Analytical/Persuasive **Form:** Essay **Audience:** Teacher and Peers

Writer's Purpose: To study and analyze the short story "Eveline" by James Joyce in terms of the theme of entrapment.

Assignment: Read the short story "Eveline" by James Joyce. Write an essay analyzing the theme of entrapment as it seems to be portrayed by the author. Think in terms of setting, characterization, imagery, and symbolism, and discuss these in your essay where relevant.

I. Task Analysis:

A. Content

1. Reflects insight into the character of Eveline and the author's clues for the theme.
2. Reflects students' understanding of James Joyce's subtle use of language.
3. Reflects students' awareness of Joyce's use of various figures of speech, tone, point of view, and symbolism.
4. Optional footnotes and bibliography.

B. Organization

1. Conventional expository format, which includes topic sentence, well developed examples, and conclusion which is not simply a restatement of the topic sentence.
2. Correct use of transitional words to enhance flow of thought.
3. Proper footnoting and bibliographic form.

C. Style and Word Choice

1. Formal, academic style.
2. Avoidance of slang and idiomatic expressions. Focus on analytical approach to subject.

D. Mechanics

1. Correct use of punctuation, capitalization, and spelling.
2. Appropriate handling of usage matters, e.g., agreement, pronoun forms, verb tense.

II. Procedures for Teaching the Writing Process:

A. Prewriting

1. Class discusses characterization of Eveline and significance of setting to theme.
2. Class discusses dual meaning of the word "blind."
3. Class discusses purpose of personification of street and identifies other kinds of personification in story.
4. Class identifies clues in first two paragraphs which indicate the personality of the boy.
5. Class discusses the season of the year as it enhances romanticism.
6. Class identifies details at the beginning of the year that show the harsh life of the neighborhood.
7. Class compares and contrasts the sister's appearance with the atmosphere.
8. Class identifies the actions of the boy which show his infatuation and his idealism.
9. Class discusses religious symbolism in the story.
10. Class discusses references to feeling as opposed to thinking.
11. Class identifies the foreshadowing of disillusion at the end.
12. Class reviews formats for footnote and bibliography.

B. Drafting

1. Establish focus for evaluation, e.g., inclusion of footnotes, and bibliography if required, and other elements listed under Task Analysis.
2. Student writes first draft.

C. Revising and Proofreading

1. Class divides into groups of not more than five.
2. Each student shares his first draft with his group for peer evaluation. Members of the group should make specific recommendations for improvement, focusing on the skills that are important.
3. Students write second draft and submit to teacher.
4. Teacher uses technique of sentence and paragraph lifting to illustrate both strengths and weaknesses in writing. Entire papers may be dittoed and reviewed by the class.
5. Teacher returns paper to student, who then writes final draft.

D. Publishing

1. Papers may be dittoed and displayed in library or on bulletin board.
2. Best papers may be submitted to appropriate publications for writing contests.

E. Evaluating

Teacher grades essay, focusing on Task Analysis Skills, and return to students.

Grade 12

III. Sample Teaching Plan:

Day 1
Introduce background information on James Joyce and assign "Eveline."

Day 2
Prewriting exercises. Teacher establishes focus for evaluation. Teacher assigns writing of first draft.

Day 3
Revising groups meet to share first draft and make recommendations.

Day 4
Students write second draft and return to teacher.

Day 5
Sentence lifting as teaching activity. Note taken of particularly effective footnotes. Teacher returns papers.

Day 6
Final draft written.

Day 7, etc.
Publishing activities.

Neshaminy School District

WRITING TO BE READ

Grade 12 (Themes in Reading)

Mode: Analytical/Persuasive   Form: Essay   Audience: Teacher and Peers

Writer's Purpose: To analyze the family unit in relation to its treatment in different fictional works in order to clarify one's personal feelings about what does and does not constitute a family.

Assignment: Using examples from the common core of reading as well as from outside reading, you are to write an essay analyzing the strengths and weaknesses of the family as a social unit. The paper must illustrate your grasp of the material by including appropriate quotations from the books read. Footnoting and bibliography are required.

I. Task Analysis:

A. Content
1. An understanding of the material written.
2. A sensitivity to various ways in which various members of a family cope with a problem.
3. References, including appropriate quotations, to specific families, events, and specific characters in different fictional works.

B. Organization
1. A clear thesis statement.
2. Conventional expository style.
3. Carefully developed paragraphs dealing with strengths and weaknesses of the family unit.
4. Smooth transitions between paragraphs.
5. Proper formats for footnotes and bibliography.

C. Style and Word Choice
1. Formal style.
2. Avoidance of slang and idiomatic expressions.
3. Concise language.

D. Mechanics
   1. Correct use of paragraphing.
   2. Correct use of quotation marks for direct quotations.
   3. Correct use of punctuation, spelling, and capitalization, especially as it applies to direct quotations.

II. Procedures for Teaching the Writing Process:

A. Prewriting
   1. Each student writes his own personal definition of a family.
   2. Students than take turns reading and discussing their definitions as a recorder lists similarities of definitions in one column on the board and dissimilarities in another.
   3. Students keep their definitions in their file folders for later use.
   4. Students write briefly (10 minutes) on their perception of their individual importance in their own family unit. They may discuss changes they wish could be made. Sharing of this information is optional.
   5. The teacher collects the papers and condenses some of the comments for class discussion.

B. Drafting
   1. Present assignment.
   2. Establish focus for evaluation, e.g., thesis statement, clearly developed paragraphs, smooth transitions.
   3. Students write thesis statements only at this point.

C. Revising and Proofreading
   1. Students work in groups applying designated criteria to individual thesis statements of other group members and making written recommendations on another sheet of paper, which will be attached to original statement when returned to the writer.
   2. All thesis statements should be read by at least two groups.
   3. Statements are returned to author, who revises and begins first draft of entire paper.
   4. Drafts are submitted to teacher.
   5. Teacher lifts sentences or paragraphs representing common strengths or weaknesses for class discussion. Can be presented on overhead or on ditto.
   6. Drafts are returned to students, who write final copy.

D. Publishing

Class shares papers and discusses, relating to their own family experiences.

E. Evaluation

Final teacher evaluation based on Task Analysis Skills and focus for evaluation.

III. Sample Teaching Plan:

Day 1

Prewriting #1, 2 and 3.

Day 2

Prewriting #4.

Day 3

Prewriting #5.

Day 4

Drafting.

Day 5

Revising and proofreading steps #1, 2 and 3.

Day 6

Revising and proofreading #4.

Day 7

Revising and proofreading #5.

Sufficient time must be allowed for both core reading and individual reading. The unit takes approximately five to six weeks to complete. This unit may be used in place of, or in addition to, a unit test.

Neshaminy School District

WRITING TO BE READ

Grade ______ Page of

Mode: ____________________ Form: ________________ Audience ________________

Writer's Purpose:

Assignment:

I. Task Analysis:

A. Content

B. Organization

C. Style and Word Choice

Grade ______

D. Mechanics

II. Procedures for Teaching the Writing Process:

A. Prewriting

B. Drafting

C. Revising and Proofreading

Grade ______ Page of

D. __Publishing__

E. __Evaluating__

III. __Sample Teaching Plan__:

Grade _____ Page of

IV. Teaching Resources

422

421

F. HOLISTIC EVALUATION

HOLISTIC EVALUATION

The holistic evaluation of writing involves an assessment of quality based on a quick, "general impression" reading of a given paper. It assumes that each factor that makes up writing skills is related to all the other factors and that one factor cannot be easily separated from the others. Each piece of writing is viewed as a total work, the whole of which is greater than the sum of its parts. Moreover, it is a scoring method that places emphasis on what a student does well instead of stressing only what a student does poorly.

Holistic evaluation assumes that teachers can recognize quality, even if they often disagree on exactly what it is. Teachers can be trained in a relatively short time to score papers holistically, and once they have been, the degree of inter-reader reliability is usually very high. That is, a group of trained readers tends to be in rather close agreement on the holistic scores given to a set of papers of varying quality.

The Educational Testing Service (E.T.S.) has used holistic scoring to evaluate students' writing for many years The procedure now serves as the basis of scoring in almost every program that asks the test candidates to provide samples of their writing, including the National Assessment of Educational Progress, the New Jersey Basic Skills Assessment Test, the College Board Tests, the New York State Competency Test, the California State University and College System English Placement Test, and many school districts that are interested in assessing their students' writing ability.

Neshaminy School District is conducting a holistic evaluation of the writing of all students in grades 5, 8 and 11 in May of each year to determine whether or not the quality of student writing in these grades is improving as a result of the implementation of the Writing To Be Read curriculum. If such improvement is a reality, then more students should be scoring at the upper end of the holistic scoring scale in a given year than scored there in previous years.

A four-point scoring scale is used to make the evaluation, with a score of "4" the highest score and a score of "1" the lowest score. The score of "0" is reserved for those papers that are blank. Training teacher-evaluators to use the scale involves assisting them in coming to agreement on what each point on the scale means in terms of the quality of the particular set of papers being scored. In other words, a "4" paper is not necessarily an ideal, perfect paper; it is one of the best in a particular set of papers. Papers are scored in relation to other papers.

In a holistic scoring session each paper is read by at least two readers. Papers are read quickly for an overall impression. Readers are asked to react immediately to a paper and to score it on the basis of that first impression. They are not asked to reread papers or to analyze specific points of composition.

Holistic Evaluation (continued)

This first-impression scoring is based, however, on an agreed-upon scoring guide (a "rubric") that describes the characteristics of each point on the scoring scale. The reader's overall first impression is, then, an informed and educated impression based on agreed-upon standards.

Such an approach to evaluation means that a misspelled word, a comma splice, a sentence fragment, a misplaced modifier carry no great weight in scoring a paper. The writer is entitled to make some mistakes; he or she is hurriedly writing what is really only a first draft, without recourse to a dictionary and without time for any real deliberations.

If readers read each paper as a whole, then, they are better able to judge the competence of the writer. If the paper is poorly written, that will be part of the reader's first impression; there is no need to analyze it word by word to decide that it is badly done. If the paper contains mistakes because the writer, though capable, has been forced to hurry, the reader will judge the general quality of the paper most effectively by reading it as a whole.

Holistic evaluation may be used in the classroom. Teachers can ask students to help develop a 4-point scoring guide (or 6-point, if finer distinctions are to be made) for a particular assignment and then evaluate their work by using the guide. An example of how this might be done is provided later on in this section of the curriculum guide.

The district-wide assessment of the writing of students in grades 5, 8, and 11 enables us to begin to set our own Neshaminy standards. Students who score in the upper half of the scale - receiving scores of "3" or "4" - are competent writers at their grade level, while students receiving scores of "1" or "2" (or "0"!) have demonstrated deficiencies on this particular writing assignment. By analyzing with the help of the scoring guide some typical papers at each of the points on the scale, the strengths and weaknesses that are common to many papers can be identified. In this way, instructional priorities may be set throughout the district.

On the pages that follow, the components of the Neshaminy holistic evaluation are presented in this order:

1. The writing assignment (the "prompt").
2. The list of four skill areas that form the basis for developing the scoring guide (the "rubric").
3. The scoring guide used for this particular writing assignment.
4. Sample papers for each point on the scoring scale for each of the three grades, with an accompanying commentary on their relative strengths and weaknesses.

B

In some respects the last of these four items is potentially the most helpful for classroom teachers. These sample papers reveal both student strengths and weaknesses in four different skill areas: content, organization, style, and mechanics. These are the same four categories that form the basis for the Task Analysis in each of the grade level teaching plans in this curriculum. By studying these samples and reading the accompanying commentary, teachers can become quickly informed regarding those areas of student writing that at this time are particularly strong and those that are in some way deficient and in need of special attention.

It is important to remember that the writing of students in grades 5, 8 and 11 serves as a benchmark of progress for the entire district. Teachers of other grades should be just as concerned about the results of this assessment as teachers of the three grades directly involved since everyone has an important role to play in the development of writing ability. If effective teaching is not provided in the other grades, the results of the evaluation of these three grades will be disappointing.

Pages F-7 and F-8 present an example of how holistic scoring can be used in the classroom with different kinds of writing assignments.

Holistic Evaluation

Writing Assignment for Grade 5

Think about your very own favorite object or special pet. Your favorite object or pet should be one that belongs to you and that means something very special to you.

Now write about your favorite object or special pet. Be sure to

1. describe it to your reader, and
2. tell your reader why it means a lot to you.

Do your best writing.

Holistic Evaluation

Writing Assignment for Grades 8 and 11

Picture in your mind a favorite object (not an animal or a person). The object should be something that belongs to you that you like or care about a lot.

Now write about this favorite object. Be sure to

1. describe it to your reader, and
2. tell your reader why it is special to you.

Do your best writing.

Holistic Evaluation

The Four Skill Areas

The following skill areas form the basis for the holistic scoring prompt:

1. Content

   - Clarity of focus, adherence to topic.
   - Originality, creativity, insight into subject matter, interest value, quality of ideas, honesty of feeling.
   - Sensitivity to reader, audience.
   - Adequate treatment of topic, richness and completeness of supporting details.

2. Organization

   - Logical, sequential order and development of entire paper, including beginning/middle/end.
   - Logical organization and development of individual paragraphs.
   - Support for generalizations.
   - Unity, coherence, emphasis.
   - Appropriate, smooth transitions.

3. Style and Word Choice

   - Conciseness, preciseness, clarity and richness of vocabulary, avoiding wordiness and cliches.
   - Diction and tone appropriate to topic, purpose, and audience.
   - Consistency of voice, tense, person, point of view.
   - Variety of sentence structure appropriate to topic, purpose, and audience; avoiding choppiness, awkwardness, sentence fragments and run-on sentences.
   - Avoidance of "Signposts" (words that announce or point to what is coming).

4. Mechanics

   - Appropriate punctuation, capitalization, spelling.
   - Correct handling of such usage matters as pronoun reference and agreement; subject-verb agreement; tense, number, gender.
   - Appropriate paragraphing, indenting.
   - Legibility.

Holistic Evaluation

May 1980

The Scoring Rubric

A 4 paper does all or most of the following:

- Vividly describes the object (or pet) with appropriate details, and clearly and convincingly explains why it is special to the writer.
- Displays clear organization and coherence; provides an orderly progression of main ideas and details with smooth transitions.
- Uses specific and varied language appropriate to the writer's purpose.
- Exhibits skillful use of sentence structure and variety.
- Uses the conventions of standard written English correctly (spelling, punctuation, capitalization, usage).

A 3 paper does all or most of the following:

- Adequately describes the object (or pet) and adequately explains in general terms why it is special to the writer.
- Displays reasonably clear organization with sufficient topic development.
- Uses appropriate but occasionally vague language.
- Uses appropriate sentence structure with some variety.
- Employs most of the conventions of standard written English correctly.

A 2 paper does all or most of the following:

- Fails to describe the object (or pet) adequately and convincingly and/or fails to explain why it is special to the writer.
- Displays sketchy, minimal organization and topic development, often with rather abrupt transitions.
- Uses vague, redundant or inappropriate language.
- Uses inappropriate sentence structure with little sentence variety.
- Often violates the conventions of standard written English to the extent of interfering with the reader's understanding.

A 1 paper does all or most of the following:

- Writes off the subject; ignores the description of the object (or pet) or the explanation of why it is special to the writer.
- Fails to display minimal organization; lacks clarity and coherence.
- Uses confusing, unclear, or overly simplistic language.
- Lacks control over sentence structure.
- Contains serious faults in the use of the conventions of standard written English and is, therefore, often difficult to read.

A 0 paper is no response.

Holistic Evaluation

Example of Classroom Use

Skill to be taught: Summarizing

For the next few days Joe and Paul went on catching and marking prairie dogs. Sometimes they caught a prairie dog they had already marked. The one that turned up most often was number one, the pup that Paul had named Sam. Perhaps he was greedier than the others or had less fear of strange things. Each time he was caught, Paul held him for a moment and stroked him. Each time Sam put up less of a fight. Other pups screamed in fear when they were picked up, but Sam only chuckled and chattered. *

. . . .

In one or two sentences, summarize what is happening in this paragraph:

---

* "Prairie Dog Town" by Faith McNulty from Keystone. Boston: Houghton Mifflin Company, 1976.

CRITERIA FOR SUMMARIZING A PARAGRAPH:

"PRAIRIE DOG TOWN"

A 4 response does most or all	A 3 response	A 2 response	A 1 response
Names the two boys	Names the two boys	May name only one or none of the boys	May not name boys
Tells specifically what they are doing	Tells what they are doing	May fail to tell what they are doing	Fails to tell what they are doing
Names the prairie dog	May fail to name the prairie dog	Fails to name the prairie dog	Fails to name the prairie dog
Identifies Sam as special or different from the others	May fail to identify something special or different	Fails to identify something special or different	Fails to identify something special or different
Uses one or two complete sentences	May fail to have complete sentences	May not have complete sentences	Contains incomplete sentences
Uses conventions of written English correctly . capitalization . punctuation . spelling . usage	Contains some errors in conventions	Contains some errors in conventions	Contains errors in . capitalization . punctuation . spelling

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7/78

SAMPLE PAPERS

GRADE 5

space pilot, a king over the universe, or anything else he's just the same old me, but, or is he?

B

A "4" Paper

My favorite object

My favorite object is my puppet Harry.

He is 13'inches tall, and is made of an old sock. The toe of the sock is folded over giving him a square face. He has two adorable eyes, which are only two buttons that are ~~a~~ nice shade of blue, and he has the shaggiest black hair you could imagine.

The reason he is special to me is because he's like another me. He is the way I can express myself without really doing it.

When I have problems he's always there ready to listen. Somehow or other he always helps me out.

I just won't listen to myself, but somehow I am, but it doesn't seem that way.

Whether I think Harry is a

Evaluation of "My favorite object"

A 5th grade 4 paper

In "My favorite object" the writer does all or most of the following:

- Clearly describes object using appropriate details:

  "The toe of the sock is folded over giving him a square face."
  "...he has the shaggiest black hair you could imagine."

- Displays originality, creativity, insight into subject matter.

- Convincingly explains why it is special:
  "...he's like another me."
  "He is the way I can express myself..."
  "Somehow or other he always helps me out."

- Exhibits variety of sentence structure and use of proper transitions.

- Displays organization and development of paragraphs with topic sentences and adequate supporting details.

- Generally uses conventions of standard written English correctly.

A "4" Paper

My most needed ofject that I have now is my baseball glove. If I did'nt have it I wouldn't be able to do much in my favorite sport.

My glove is a tan color now but it will probably get lighter or darker. It is made by the Tru-Play sporting company.

There are many strings and ties of leather on it and it is well "broken in" because it "snaps" shut when it's closed. It's a right-handers glove also. No autographs on it just writing like "Genuine, Cowhide Leather" or "Made in Korea".

It has done me a lot of good when I have a catch with my friend, in "just for fun games and real games. I have made good catches, great catches, outstanding catches and some "nice tries" with my great glove.

I will [illegible] [illegible] try to never forget my glove and try [illegible] to keep it for my children to see.

Tommorow I have a game and I hope my glove will give me good luck for the game and the rest of the time when I play baseball, the American Pastime.

Evaluation of "My most needed object..."

A 5th grade 4 paper

In "My most needed object..." the writer does all or most of the following:

- Describes object using specific and varied language appropriate to writer's purpose:

  "...a tan color now but will probably get lighter or darker."
  "...well broken in because it "snaps" shut when it's closed."

- Convincingly tells why it is special, providing an orderly progression of main ideas and supporting details:

  "I have made good catches, great catches, outstanding catches and some "nice tries" with my great glove."
  "...and try to keep it for my children to see."

- Displays a variety of sentence structure.

- Generally uses conventions of standard written English correctly.

A "3" Paper

My Dog

My dog is named Rosie. He is a Cocker Spaniel and a Poodle. Some people call him a "mut". He is white and has black ears. He has black spots too. He always runs at school buses to the top of a hill and he usually wins. He chases cars, joggers and motorcycles. He also interfers when we play hide and seek.

The ceason for liking him so much is because I was the one who got him. He was so cute when he was a puppy. He used to sleep with me.

He is seven years old and is still faster than me. Whenever I go to the trails down in the woods with my bike he races me and he always wins.

He always bites me when I take his bone away from him. But most of the other times he is really nice.

Evaluation of "My Dog"

A 5th grade 3 paper

In "My Dog (Rosie)" the writer does all or most of the following:

- Adequately describes the dog but does not use a variety of descriptive language:

  "He is white and has black ears. He has black spots too."

- Tells why the pet is special in vague, general terms:

  "The reason for liking him so much is because I was the one who got him."

- Displays reasonably clear organization and paragraph development with topic sentences and supporting details.

- Uses limited sentence structure. There are nine sentences beginning with "He."

- Generally uses conventions of standard written English correctly.

A "3" Paper

My Dog

My dog's name is Happy. Happy is k now 12 years old in people life. She is I think 72 years of age in dog life. She is the best and only dog I have ever had and we all love her. My dad somtimes makes a joke out of her, he says "Whats black and white and runs through the woods."? The first time he said that I answered him. I said a skunk.

As I said before Happy is black and white. One day in the winter time Happy was out side in the snow. My dad came out to see ~~he~~ her. When he got out side he saw that Happy was just laying there, he went over to her and he said that she was cold. She ~~cousld~~ couldn't move. So they put blankets one on her and rubed her so she would get worm. I sure am glad that she was not frosten to death and that she is still living.

Another time was when we were at our mountain, and we have bee hives up there, Happy and my grandmom's dog Boots, got sprad by a ~~sk~~ skunk, boy, did they stink. ~~They sure did stink~~! Yuck!

Now that the dogs don't smell Enymore I am glad they are still living.

Evaluation of "My Dog"

A 5th grade 3 paper

In "My Dog (Happy)" the writer does all or most of the following:

- Describes the dog using few descriptive words and details:

  "As I said before Happy is black and white."

- Tells why it is special in vague, general terms:

  "She is the best and only dog I have ever had and we all love her."

- Lacks clarity of focus. Relates incidents in dog's life rather than special relationship or attachment to dog.

- Displays reasonably clear organization in paragraphs with topic sentences and transitions:

  "One day in winter..."

  "Another time..."

  "Now that..."

- Uses appropriate sentence structure with some variety.

- Generally uses conventions of standard written English correctly.

A "2" Paper

My favorite pet is my dog. My dog is small and is a sandy color. Her ~~name~~ name is Sandy. We call her Sandy because she is as sandy color. My dog means alot to me ~~becau~~ because ~~she~~ I like to take care of her and cause she's cute and playfull.

Evaluation of "My favorite pet is my dog"

A 5th grade 2 paper

In "My favorite pet..." (Sandy) the writer does all or most of the following:

- Fails to describe the dog adequately:

  "We call her Sandy because she is sandy color."

- Tells why it is special with minimal organization and development of the topic:

  "My dog means a lot to be because I like to take care of her and cause she's cute and playful."

- Uses little variety in sentence structure.

- Uses redundant language:

  "My dog is small and is a sandy color."
  "We call her Sandy because she is a sandy color."

A "2" Paper

My favoirt thing.
Is my conoe it is
silver an 13 foot long
and 3 foot wide. And called
Neptune IV I like
It Becuse I like sallig
And I can go fishing
in the middle of the lake
were the fish are.

Evaluation of "My favoirt thing"

A 5th grade 2 paper

In "My favoirt thing" (canoe) the writer does all or most of the following:

- Names object and describes it but with few details:

  "it is silver an 13 foot long and 3 foot wide."

- Displays sketchy, minimal organization and topic development:

  "I like it because I like sailing and I can go fishing in the middle of the lake were the fish are." (only one sentence).

- Uses inappropriate sentence structure with little variety.

  "My favoirt thing. Is my canoe..."

- Often violates conventions of standard written English:
  - frequent misspellings
  - sentence fragments
  - little use of end punctuation

A "1" Paper

Its nice and furry, Climbs trees, carrys ~~baby~~ babys on its back, white, and brown, small, and eats grass, leaves, lettuce. I think its cute, and I've had ~~e~~ it since I was five, It was a stuffed animal, looking the same way it does. And my sister's fraind gave it to me. But then we had to move away from there because the house was geting too small for are family. But I still have it.

Evaluation of "I'ts nice and furry..."

A 5th grade 1 paper

In "I'ts nice and furry..." the writer does all or most of the following:

- fails to adequately explain why object or pet is special to the writer.
- fails to display minimal organization:

  "I think its cute, and I've had it since I was five, It was a stuffed animal looking the same way it does."

- Uses confusing, unclear language:

  "I'ts nice and furry, climbs trees, carry's baby's on it's back, white, and brown, small, and eats grass, leaves, lettuce."

- Lacks control over sentence structure:

  Two run-ons out of a total of four sentences.

- Contains serious faults in the use of the conventions of standard written English and is, therefore, often difficult to read:

  "...carry's baby's on it's back, white, and brown, small..."
  "It was a stuffed animal looking the same way as it does."

SAMPLE PAPERS

GRADE 8

A "4" Paper

It is easy to say that my piano is my favorite object, but it is hard to explain why. Sometimes I think the piano in my living room is special to me because of the flawless pattern of the black and white keys on the keyboard. Often I feel that the richness of the wood that makes its body is what attracts me too it, but I think that there is a deeper attraction, music.

The piano can create beautiful or ominous sounds by just the light touch of one of its keys. The tonal quality of the music a piano creates, can be adjusted for any use. For instance, a long sequence of relative chords can be slurred by the use of the pedal on the right. Another pedals can make the music softer. These pedal can be used to greatly affect the music, but more importantly the piano's music can be affected just by the touch that is used on the keys. Different ways of hitting notes can provide short, long, loud, soft or inbetween sruds, thus the piano is more than a piano. A piano is really a piano-forte.

The piano got it name, the piano-forte because it plays both loud (piano) and soft (forte). When the piano first came about this was a quality that other keyboard instruments didn't have.

I have stated many reasons for my special attraction toward the piano, ~~however~~ but perhaps I have left out my most important attraction. I have played the piano for quite a few years, so maybe my attraction toward the piano is not of a normal person who has never touched a piano's keys and made a melody. Now, I see the piano as a learning device or maybe a teacher. ~~[illegible]~~ The piano in my livingroom has taught me more than music itself. It has taught me how to budget time, enjoy and cope with life. That is why my piano is my favorite object.

Evaluation of "It is easy to say that my piano..."

An 8th grade 4 paper

In "...my piano" the writer does all or most of the following:

- Describes object with appropriate details and clearly and convincingly tells why it is special to the writer:

  "...but I think there is a deeper attraction, music."
  "Now, I see the piano as a learning device or maybe a teacher."
  "...has taught me more than music itself."

- Provides an orderly progression of main ideas and details with smooth transitions.

- Contains four well-developed paragraphs.

- Uses specific and varied language appropriate to writer's purpose:

  "...the flawless pattern of black and white keys..."
  "...ominous sounds..."
  "...sequence of relative chords..."

- Exhibits skillful use of sentence structure and variety:

  "Often I feel that the richness of the wood that makes its body is what attracts me too it."

- Uses conventions of standard written English correctly, with few mistakes in spelling, punctuation, usage.

A "4" Paper

"Raggedy ann"

My favorite object is my old raggedy ann doll. I've had it since it was about 3 weeks old. My dad bought it for me when I came out of the hospital.

My raggedy ann doll is almost worn out. She's about a foot high and is stuffed with cotton. Most of cotton is starting to fall out because she is ripped in so many places. A band-aid is taped across one of her knee's, holding it on. Both of her tiny, black feet are sewed shut at the tips. Her red, yarn hair is starting to fall off. On her face, the red, painted smile is starting to fade. One of the black button eyes is getting loose and begining to fall out. Her little red flowered dress is faded. The white apron that goes with the dress was lost years ago. On the dress is a little pin of a rabbit. I put the pin on her when I was little and haven't moved it since. underneath the dress, on her chest is a tiny, red painted on heart. In the middle of the heart is the word love.

When I was little I would drag my raggedy ann around every where. She was always by side. Everynight I'd fall asleep with her in my arms.

Now my raggedy ann is kept in a ~~[illegible]~~ shoebox, ~~[illegible]~~ wrapped in tissue paper. The shoebox is on my closet shelf. I keep it there to make sure nothing will happen to her. Every once and a while I take her out to make sure she's all right but I'll all ways keep her in that shoebox because I know it's a safe place and I don't want anything to happen to her.

Evaluation of "Raggedy Ann"

An 8th grade 4 paper

In "Raggedy Ann" the writer does all or most of the following:

- Vividly describes the object with appropriate details:

  "A bandaid is taped across one of her knees, holding it on."
  "On her face, the red, painted smile is starting to fade."

- Shows insight into subject matter, originality and interest value.

  "Every once and a while I take her out to make sure she's all right..."

- Displays clear organization; provides orderly progression of main ideas and details:
  There are four well developed paragraphs.

- Uses specific and varied descriptive language:

  "Her red yarn hair is starting to fall off."
  "...black button eyes..."
  "...tiny black feet."
  "...on her chest is a tiny, red, painted on heart."

- Maintains a consistent point of view, emphasizing the condition of the doll due to its age.

- Uses most conventions of standard written English correctly.

A "3" Paper

so

My favorite object is my motorcycl. It is an XL70 and is and endoro which means it is a dirt bike but can also be used on the street. It is black and orange with a black vinal seat which can hold 2 people. It's engine is pretty strong for a 73cc bike. It has four gear. I haven't had a chance to take the equipment such as the turn signals and the mirrors off yet. I want to take these things off because they slow the motorcycle down a bit. I bought it used but it is in excellent condition and shine brightly.

I keep it very clean and in good running condition because it brings me so much pleasure. I love driving it fast and taking it over jumps. These are just some of the reasons it is my favorite object and why I care about it so much.

Evaluation of "My favorite object is my motorcycle"

An 8th grade 3 paper

In "My favorite object is my motorcycle..." the writer does all or most of the following:

- Adequately describes the object:

  "It is black and orange with a black vinal seat which can hold two people."
  "Its' engine is pretty strong for a 73cc bike. It has four gear."

- Explains in general terms why it is special:

  "....because it brings me so much pleasure."
  "....I love driving it fast and taking it over jumps."

- Displays reasonably clear organization with sufficient topic development:

  Contains two paragraphs, one describing the motorcycle and one explaining why it is special.

- Uses appropriate sentence structure with some variety.

  "I bought it used but it is in excellent condition and shine brightly."

- Employs most of the conventions of standard written English correctly with a few errors in spelling, punctuation and usage:

  "It has four gear."
  "....in excellent condition and shine brightly."

A "3" Paper

My favorite object is a sterling silver necklace that was givin to me by my grandparents. It is very pretty, and has my birthstones in the middle of a heart. My birthstone is aquamarine. The birthstones are on something that looks like a branch. The heart itself has stripes on it. The stripes are smooth while the rest of the heart is a little bit bumpy. The heart can also be used as a charm. The chain is not a surpentine chain it's a regular chain. I have earings that match the necklace. My grandparents gave me the earings too. The earings have bigger ~~stones~~ birthstones than the necklace. I'm pretty sure that the necklace and earings are a set. They would have to be my favorite object, next to horses, gymnastics, my pet dog, and my monkey, Cheeta (he's stuffed).

~~I~~ They are special to me because I llove my grandparents, and they gave it to me.

Evaluation of "...a sterling silver necklace..."

An 8th grade 3 paper

In "...a sterling silver necklace..." the writer does all or almost all of the following:

- Adequately describes the object, using appropriate but occasionally vague language:

  "The birthstones are on something that looks like a branch."
  "The stripes are smooth while the rest of the heart is a little bit bumpy."

- Displays reasonably clear organization with sufficient topic development:

  Uses two paragraphs, one describing the object and one explaining why it is special.

- Uses appropriate sentence structure with some variety:

  "My favorite object is a sterling silver necklace that was givin to me by my grandparents."
  "It is very pretty and has my birthstones in the middle of a heart."

- Employs most of the conventions of standard written English correctly but with some errors:

  "The chain is not a surpentine chain it's a regular chain."

A "2" Paper

My favorite object is my stero. It is brown and the speakers are very big. It cost a lot of money. I got it for christmas from my grandmother. My stero is special because I like it a lot and I've always wanted a nice stero to play my favorite albums on.

Evaluation of "My favorite object is my stero"

An 8th grade 2 paper

In "My favorite object is my stero" the writer does all or most of the following:

- Fails to describe the object adequately. Uses only one sentence in doing so:

  "It is brown and the speakers are very big."

- Displays sketchy organization:

  Uses only one paragraph.

- Displays minimal topic development:

  Uses one sentence to describe the object and one sentence to tell why it is special.

- Lacks variety in sentence structure.

- Violates some of the conventions of standard written English:

  Misspells stereo, albums.

  Neglects to capitalize Christmas.

A "2" Paper

My favorite ~~thoma~~ thing is my motorcycle a It's small, yellow and black. I like it very much because it is fun to ride. I've had it for two year's ~~and~~. I want to sell it and get a bigger one. I've had alot of fun on it. Exspealy in the snow and mud. I had one before this one. I broke my colar bone on it. Then I didn't ride it for a while. Finally I sold it and got this one

Evaluation of "My favorite thing is my motorcycle"

An 8th grade 2 paper

In "My favorite thing is my motorcycle" the writer does all or most of the following:

- Describes the object but fails to do so adequately or convincingly:

  "It's small, yellow and black."

- Displays sketchy, minimal organization and topic development:

  Tells why this motorcycle is special but goes on to discuss another motorcycle and experiences with it in the same paragraph:

  "I had one before this one. I broke my colar bone on it."

- Uses vague language:

  "...it's fun to ride."
  "I've had a lot of fun on it."

- Uses little sentence variety and inappropriate sentence structure:

  Contains seven simple sentences out of a total of eleven sentences.
  Contains a sentence fragment:

  "Especially in the snow and mud."

- Often violates the conventions of standard written English:

  Fails to punctuate contractions: Ive

  Misspells three words: year's, exspealy, colar

A "1" Paper

My Weights and Stero

My favorite object is something I only hade for olout one year. but it is still my best thing I have and take care of. The object is my weight set & bench. I realy like to left my weight because mostly It makes me fell good, and mostly like to do it with friands, but if I have to I guess I could do it alone allthough I never had to.

My Stero to. is one of my better objects but agian I realy like to listen to it when I'm lefting my weights.

I realy care enouf olout my weigts to take real good care of them not letting any one ~~that~~ doesent no what there doing play wich them. And have ben getting look on how to care for my bendy and the right way to ~~left~~ leaft.

The End.

Evaluation of "My Weights and Stero"

An 8th grade 1 paper

In "My Weights and Stero" the writer does all or most of the following:

- Ignores the description of the object.
- Fails to display minimal organization, lacks clarity and coherence:

  Mentions stereo along with weights as "one of my better objects" but is unclear as to its significance.
- Lacks focus in all three paragraphs.
- Uses confusing, unclear or overly simplistic language:

  "...but if I have to I guest I could do it alone allthough I never had to."
  "My stero to. is one of my better objects but agiàn I realy like to listen to it when I'm lefting my weights."
  "And have ben getting look on how to care for my bench and the right way to leaft."
- Lacks control over sentence structure:

  Contains four run-on sentences.

  Contains one sentence fragment.
- Contains serious faults in the use of the conventions of standard written English and is, therefore, often difficult to read:

  Contains fifteen spelling errors.

  Displays lack of control over syntax, verb tense and pronoun agreement.

SAMPLE PAPERS

GRADE 11

A "4" Paper

I have a pair of snow skis that I got two years ago. They are dark blue with three brilliant lines running down the center. They are 170cm from tip to tail which is equivalent to five feet eight inches. In the middle there is a binding, the connection between me and my skis.

On the underside, the skis are marred by a few scrapes and gashes, resulting from a recent trip. There is a thin line running down the center for control that starts a quarter of the way down the ski and tapers off about five inches from the tail.

From far away, the bottom looks smooth, but close up is very scratched. This represents the slopes on a mountain; from far away, they look smooth and easy-going, but when your on the lift up the mountain, you see how trecherous the terrain really is. That is why I love skiing, for the challenge.

My skis represent the long, hard road of becoming an advanced skier. When I look at them flashbacks remind me of my first day, when I attacked the beginnes slope. I remembes how terrified I was of killing myself. It reminds me of my first attempt of jumping, when I broke my ski because I didn't get them level with the snow. I remembes my first mogal field and the many trips I have been on. These are just a few of the things I remembes when I look at two pieces of wood. I like them for the memories of yesterday and the challenge of tomorrow.

Evaluation of "I have a pair of snow skis..."

An 11th grade 4 paper

In "I have a pair of snow skis..." the writer does all or most of the following:

- Vividly describes the object with appropriate details:

  "...dark blue with three brilliant lines running down the center."
  "In the middle there is a binding, the connection between me and my skis."
  "From far away, the bottom looks smooth, but close up is very scratched. This represents the slopes..."

- Clearly and convincingly explains why it is special to the writer:

  "My skis represent the long, hard road of becoming an advanced skier."
  "I like them for the memories of yesterday and the challenge of tomorrow."

- Displays clear organization and coherence; provides an orderly progression of main ideas and details with smooth transitions:

  First three paragraphs describe the appearance and function of the skis.
  Last paragraphs explain the significance of the objects.

- Uses specific and varied language appropriate to writer's purpose.

  "smooth and easy going..."
  "...how treacherous the terrain really is."
  "...marred by a few scrapes and gashes resulting from a recent trip."

- Exhibits skillful use of sentence structure and variety.

- Uses the conventions of standard written English correctly.

A "4" Paper

I remember back to when I first started playing the piano. In second grade, I thought I was the best I could be. I gave a recital once that proved to me I was the best even to a few third and fourth graders. I didn't take it seriously then; I was just showing off and enjoying it.

I got my first piano at home in the fifth grade. It was sheer delight for me to play for hours on that rickety old upright. Dreams of passers ~~by~~ listening to me kept me going and practicing and drilling. The rythms and the melodies were so easy then It seems.

I felt I was in control of the world when I sat on that bench. Even though the white paint was peeling off and the legs were unsturdy, it was my throne of glory. Three of the keys were permanently stuck and the ivory had long since been lost to most of them.

There were notches where my skates had been dropped on the left corner. Circles were visible from glasses of juice ~~It~~ that I had left sitting too long. The melody ~~shone~~ rang out from strings that hadn't been tuned in years. But all of this I looked at with innocent and loving eyes. It was my heaven and my best friend.

Now I ~~look~~ gaze at my ~~new piano~~ Baby Grand and wonder why I gave up the old ~~one~~ upright. The ivory shines and the ~~[illegible]~~ wood sparkles like a mirror. The tuner checks it more ~~that~~ than my doctor checks me. ~~I guess now I waste and labor over those bright keys which before I played them.~~ But yet, this is a piano when the old rickety upright was my playmate.

Evaluation of "I remember back to when..."

An 11th grade 4 paper

In "I remember back to when..." the writer does all or most of the following:

- Describes the object vividly with appropriate details:

  "...the white paint was peeling off and the legs were unsturdy..."
  "...and the ivory had long since been lost to most of them."
  "...notches where my skates had been dropped..."

- Clearly and convincingly explains why it is special to the writer:

  "...it was my throne of glory."
  "It was my heaven and my best friend."
  "...when the old upright was my playmate..."

- Displays clear organization and coherence:

  First paragraph explains interest in playing the piano.
  Second paragraph tells about receiving the first piano.
  Third paragraph provides detailed description of piano.
  Fourth paragraph contrasts new piano with old one and reiterates feeling for old piano.

- Uses conventions of standard written English correctly.

- Uses specific and varied language:

  "rickety old upright"
  "I felt I was in control of the world when I sat on that bench."
  "Circles were visible from glasses of juice that I had left sitting too long."

- Exhibits skillful use of sentence structure and variety.

son).

A "3" Paper

My Rifle

The object that I care about most is my new 30.06 high powered rifle. This rifle is the most powerful of all big game rifles. It has a range of 5 miles, but it is only accurate for about 1. This rifle is a pump, which enables a person to eject and reload faster. The gun itself has an engraved stock which is usually made of either maple or oak. My gun has a sling that gives a person extra concentration and helps with accuracy and enables a person to carry it as well.

The scope is also a very ~~essen~~ esential part of the gun. With this scope, which is a 3X9 power ~~scope~~ you are able to bring in the object you are looking at to get a closer look. The scope has cross hairs in it. With these ~~a~~ cross hairs you are able to have a fixed position on an animal that you are going to shoot.

I feel close to my gun for many reasons such as, I paid for it. Another is that I know I will cherish it and take extra good care of my gun. .

The End

Evaluation of "My Rifle"

An 11th grade 3 paper

In "My Rifle" the writer does all or most of the following:

- Adequately describes the object:

  "...30.06 high powered rifle."
  "This rifle is a pump, which enables a person to eject and reload faster."
  "The gun itself has an engraved stock..."

- Explains in general terms why it is special to the writer:

  "I feel close to my gun for many reasons, such as, I paid for it. Another is that I know I will cherish it and take extra good care of my gun."

- Displays reasonably clear organization with sufficient topic development:
  First paragraph describes rifle in general terms.
  Second paragraph describes the scope in specific terms.
  Third paragraph generally tells about significance of the gun.

- Uses appropriate but occasionally vague language:

  "My gun has a sling that gives a person extra concentration."
  "The gun itself has an engraved stock which is usually made of either maple or oak."

- Uses appropriate sentence structure with some variety.

- Employs most of the conventions of standard written English correctly.

A "3" Paper

My School Ring

I would like to tell you about my school ring, it is my favorite object because it is mine alone. It could never mean as much to anyone as it means to me.

My school ring is made of sterling silver. It has my birthstone in it which is peridot, a light greenish color. On one side it has a picture of an indian and on the other side is our school emblem with the year 1981 on it. The stone is faucet cut which I feel is much prettier than smooth top. Inside are my initials in block letters.

To me, my ring, means pride in my school and in my junior class. Our class of '81 is the best class, ever. We have alot of pride in our class and in our school. The kids in our class are the best and so are the teachers who teach us and help us to organize different activities for our class. Our class is also very active with the Special Olympics and helping handicap children do things people never thought they could do. For example, bowling, ice skating and just having fun.

I'm also very proud of my school. When people ask me where I go to school, I tell them with a smile on my face. I have a bumper sticker on my car that says our school name and when someone says our school sticks, I tell them their just jealous because they don't go there.

I do love my school ring for what it symbolizes and what it does for me.

Evaluation of "My School Ring"

An 11th grade 3 paper

In "My School Ring" the writer does all or most of the following:

- Describes the object adequately:

  "My school ring is made of sterling silver."
  "It has my birthstone in it which is peridot, a light greenish color."
  "On one side it has a picture of an Indian..."

- Displays reasonably clear organization with sufficient topic development:
  First paragraph introduces object.
  Second paragraph describes the ring in detail.
  Third paragraph explains the significance of the ring in terms of the school and class.
  Fourth paragraph emphasizes pride in the school that the ring represents.
  Last paragraphs explain why the ring is special to the writer.

- Uses appropriate but occasionally vague language:
  Writer emphasizes general pride in school but fails to explain personal involvement or significance.

- Uses appropriate sentence structure with some variety.

- Employs most of the conventions of standard written English correctly.

.A "2" Paper

My favorite object would be the guitar. I have an electric guitar at home. It's name brand is silvertone. I also have an ampliipher to go with it. It has different colors.

The reason why it special to me. Well, one reason is when I'm down or depress I just like to play it. It helps me get my mind off of things. I also like music very much. I don't have any music lessons. I have a music book at home and I just taught my self how to play it, I only play notes Right now. I didn't get to chord's yet. I play mostly beatles song cause their about the easiest. I play one led Zeppelin song, one Fleetwood mac song and couple other songs that the beatles don't do.

Me and a couple of my friends are starting to get a group together. We don't have a name for it. New Year's eve me and my friend (who play's the drums) played at a party. It turned out o.k. I guess. Everyone was bombed any way so if we mess up they really didn't take any notice

Evaluation of "My favorite object would be the guitar."

An 11th grade 2 paper

In "My favorite object would be the guitar.", the writer does all or most of the following:

- Fails to describe the object adequately:

  "It has different colors."

- Displays sketchy organization:

  Second paragraph relates why the guitar is special, how the writer learned to play it, and the type of music he plays instead of developing each topic separately in complete paragraphs.

- Uses inappropriate language:

  "It's name brand is silvertone."
  "Me and a couple of my friends are..."
  "Everyone was bombed anyway so if we mess up they really didn't take any notice."

- Uses inappropriate sentence structure with little sentence variety:

  Contains fourteen simple sentences.
  Has one sentence fragment.
  Begins twelve sentences with the pronouns I or Me.

- Often violates the conventions of standard written English:

  "My favorite object would be the guitar."
  "When I'm down or depress..."
  "I don't have any music lessons."
  "...me and my friend."

A "2" Paper

The thing I enjoy most out of what I own is my pillow. I take it everywhere. Its so big and fluffy and is stuffed with mostly feathers from birds.

Every time I go to sleep at night it helps to prop up my head I always take it on trips with me because everywhere I go, [illegible] the pillows just dont suit me.

I dont know what I would do without my pillow

Evaluation of "The thing I enjoy most..."

An 11th grade 2 paper

In "The thing I enjoy...is my pillow." The writer does all or most of the following:

- Describes object inadequately, using only one sentence with few descriptive words:

  "Its so big and fluffy and is stuffed with mostly feathers from birds."

- Displays minimal topic development:

  One sentence describing object.
  Two sentences telling why it is special.

- Uses inappropriate language:

  "The thing I enjoy most out of what I own..."
  "...stuffed with mostly feathers from birds."

- Uses inappropriate sentence structure with little variety:

  Awkward sentence structures in first paragraph.
  Contains a total of only six sentences.

A "1" Paper

Dirt Bike riding,

Dirt bike riding is good exerse and good for you too, riding is a lot fun by your self. or with friends. Its fun all year around if you get dressed for it. I have a Dirt Bike a KM100 Kawasaki. There is a cuple of Problems with Dirt bikes like there is no place to ride them people at home do not like them and thay call the police all the time. The police even said theres now place to ride them. I think thare should be a Place to ride inthe nuberhod.

Evaluation of "Dirt Bike riding,"

An 11th grade 1 paper

In "Dirt Bike riding," the writer does all or most of the following:

- Ignores description of object.
- Writes off the topic.
- Fails to display minimal organization; lacks clarity and coherence:
  Writes only one paragraph, which is not focused on a topic.
- Uses confusing, unclear, or overly simplistic language:

  "There is a cuple of Problems with Dirt bikes like there is no place to ride them people at home do not like them and they call the police all the time."
  "The police even said theres now place to ride them."

- Lacks control over sentence structure:

  Contains three run-on sentences out of a total of six.

- Contains serious faults in the use of the conventions of standard written English and is, therefore, often difficult to read:

  Title written incorrectly:"Dirt Bike riding,".
  Lacks end-of-sentence punctuation.
  Contains misspellings:"cuple," "no," "thay," "theres," "now," "thare," "naberhod."
  Lacks subject-verb agreement.

G. RESEARCH

RELATIONSHIPS BETWEEN WRITING AND THE OTHER LANGUAGE ARTS

All of the language arts reinforce one another.

Research Findings

In the Loban (1967) study the superior group in writing had by far the highest reading achievement and the highest oral language rating. Every subject ranked superior in writing was reading above his chronological age; every subject ranked low in writing was reading below his chronological age. With only a few exceptions, those who spoke effectively wrote effectively.

Bagley (1937) found that students who studied only literature wrote better compositions than did students who studied traditional grammar. Malony (1968) found that the best student writers also scored high in reading comprehension, verbal reasoning, and vocabulary tests (see Blount, 1973). Lacampagne (1969) found a positive relationship between good writing and increased reading experiences (see Blount, 1973).

Implications for Teaching

In order to strengthen writing skills, relate - rather than separate - reading, writing, speaking, and listening. Emphasize an integrated program. Improved reading may be one aid to improved writing; therefore, incorporate more reading experiences into the writing curriculum.

Research Sources:

Walter Loban, Language Ability, Grades Ten, Eleven, Twelve, Research Report to U.S. Office of Education, 1967.

Ingrid M. Strom, Research in Grammar and Usage and Its Implications for Teaching Writing, Bulletin of the School of Education, Indiana University, XXXVI, No.5 (September, 1960), p.7

Dorothy Bagley, "A Critical Study of Objective Estimates in the Teaching of English," British Journal of Educational Psychology, 7:1 (February, 1937), pp. 57-71; 7:2 (June, 1937), pp. 138-155.

Nathan S. Blount, "Research on Teaching Literature, Language and Composition," in Second Handbook of Research on Teaching, ed. Robert M.W. Travers (Chicago: Rand McNally and Company, 1973), pp. 1086-7.

RESEARCH ON...

ASSESSING AND ENCOURAGING LANGUAGE DEVELOPMENT:

PART I: MEASURING SYNTACTIC GROWTH

The most useful evidence of syntactic development from grade 3 through 12 is the communication-unit (also called t-unit).

Research Findings

A sentence is not a useful unit for measuring language development because some pupils string great numbers of clauses together by using and. The communication unit is each clause plus the subordinate elements attached to that main clause.

Examples:

communication units	number of words	
1	9	I know a boy whose father is a magician.
2	4	I know a boy,/
	6	and his father is a magician.

Excessive coordination of main clauses is a sign of immature writing, e.g., I know a boy, and he has a father, and his father is a magician.

Various researchers, so far, have found these typical counts for communication units at each grade level.

AVERAGE NUMBER OF WORDS
PER COMMUNICATION UNIT

Grade	Oral	Written	
K	7.0		
1	6.8 7.0		
2	7.5 8.3		
3	7.6 8.7	8.1 7.6	7.2 8.7
4	9.0	8.0 8.6	8.5
5	8.8 8.9	8.7 8.9	
6	9.8	9.0 9.6	9.6
7	9.7 9.8	8.9 10.2	
8	10.7	10.3 11.5	
9	10.0	10.0	
10	10.6	11.7	
11	11.1	10.6	
12	11.7	13.2 14.4	

Clearly, the number of words per communication unit increases with the age of the writer, which is to say that older students can consolidate a successively larger number of simple sentences into a single communication unit. Such consolidations usually involve some sentence-combining transformation.

Implications for Teaching

(1) To evaluate student language growth, compare the number of words in communication units rather than comparing the number of sentences.

(2) Choose at random five pupils. Compute their average number of words per communication unit, using their writings over a period of time. Compare with the research findings given here in the left-hand column.

(3) Motivate many sentence-combining exercises. (Some elementary teachers write each word of practice sentences on separate placards. The pupils who hold these words stand before the class while the other pupils arrange and rearrange the "words" into various combinations, discussing which combinations "sound right" or "sound awkward" as they read aloud the placard sentences before them.) See the research summary on the relationship between writing and grammar, Part II.

(4) Encourage pupils to try longer sentences. Complicated sentences cannot be equated with a mature style, but remember Moffett's comment on this topic:

> But children's sentences must grow rank before they can be trimmed. Although I cannot cite evidence to prove this point, I feel certain from studying children's writing that they have to spin out long clauses before they can learn to reduce them. Of the two sentences below I would say that the maturing student has to write the first before he can write the second.
>
> > After he was elected, Goodsayer adopted the policies his opponent was advocating, which he had harshly criticized when he was running for office.
> >
> > Once elected, Goodsayer adopted the policies advocated by his opponent--the very policies he had harshly criticized during the campaign.
>
> Three of the four changes are reductions of clauses. Much of the tightness and readability of mature style depends on clause reduction of this sort. And since clause reduction presupposes a prior expansion of clauses, shortcutting is not possible. In other words, I believe the term "clause reduction" refers not only to some sentence transformations but also to a psychological process of language maturation. The pedagogical issue, then, is not whether children's syntax should grow in the direction of more and longer clauses--it must--but, rather, when and by what means students can feel the need for clause reduction and thus learn to exploit it for rhetorical advantage.*

Research Sources:

*James Moffett, Teaching the Universe of Discourse (Houghton Mifflin, 1968), pp. 172-3.

Walter Loban, Language Development, Kindergarten Through Grade Twelve, (National Council of Teachers of English, 1976).

Roy C. O'Donnell, "A Critique of Some Indices of Syntactic Maturity," Research in the Teaching of English, Vol. 10, No.1 (Spring 1976), pp. 31-38.

Frank O'Hare, *Sentence Combining: Improving Student Writing Without Formal Grammar Instruction* (Urbana, Illinois: National Council of Teachers of English, 1973).

ASSESSING AND ENCOURAGING LANGUAGE DEVELOPMENT:

PART II: THE INFLUENCE OF AGE AND SOCIAL CLASS

Growth in written sentence structures catches up with oral complexity at grades eight and nine. More sophisticated sentence structures come with maturity, and both maturity and social class influence students ability to use complex subordination forms in their sentences.

Research Findings

Studies by Loban (1976) and Harrell (1957) describe a positive relationship between the use of subordination and chronological age, mental age, intelligence, and socioeconomic status. As students reach grades 8 and 9, they begin to use as much subordination in writing as they do in speech; very likely this is because they can plan written expression more deliberately as control over writing increases.

Studies by La Brant (1933) and Watts (1948) show that as writers mature there is an increase in the number of complex sentences they use, particulary those containing adjective clauses and adverbial clauses of cause, condition, and concession.

The work of Bernstein (1975) and Lawton (1963) demonstrates that the ability to use subordination is a greater index of social class differences than an index of age development.

Implications for Teaching

Complexity in writing should be fostered by a school's writing curriculum, but its development depends very much on the attainment of a certain physical, mental, and social maturity. Mature writing cannot be achieved in a single year. A curriculum "scope and sequence" of skills that ignores the developmental nature of language is doomed to failure.

Complex sentence structures come as the result of much oral discussion of ideas and new experiences both at home and throughout the school program. Language learning cannot be separated from personal experience. Teachers can encourage such learning by providing students with many opportunities to express their thoughts and feelings in oral language preliminary to writing. Time and patience will be needed for students from homes in which language of less complexity is used.

Research Sources:

Walter Loban, *Language Development, Kindergarten Through Grade Twelve*, NCTE Research Monograph (Urbana, Illinois: National Council of Teachers of English, 1976).

Lester E. Harrell, "A Comparison of the Development of Oral and Written Language in School-age Children," *Society for Research in Child Development* Monographs XXII, No.3 (Purdue University: Child Development Publications, 1957).

Lou La Brant, "A Study of Certain Developments of Children in Grades Four to Twelve Inclusive," 14:5 (November, 1933), *Genetic Psychology Monographs*, pp. 389-491.

A.F. Watts, *The Language and Mental Development of Children* (Lexington: D. C. Heath and Company, 1948).

Basil Bernstein, *Class, Codes, and Control: Theoretical Studies towards a Sociology of Language* (New York: Schocken Books, 1975).

Denis Lawton, "Social Class Differences in Language Development: A Study of Home Written Work," *Language and Speech*, Vol.6, Part 3 (July - September 1963), pp. 120-143.

PREWRITING ACTIVITIES

Having students engage in various prewriting activities helps to foster the development of writing skills.

Research Findings

Hillocks (1979) had his experimental groups spend over half their class time recording sensory perceptions in the form of taking notes, writing brief compositions of a few sentences in length and responding aloud. The control groups spent the same amount of time engaged in the direct study of paragraph structure through textbooks and slide presentations. Results demonstrated that the students in the experimental groups were judged to have increased the level of specificity, creativity, organization, and support in their writing to a far greater degree than did the students in the control groups who had specifically studied organization.

A study by Radcliffe (1972) suggests that writing is facilitated by means of a talk - write process (see Cooper, 1974). The writer talks into a tape recorder about his subject, answers questions and participates in a dialogue with a listener, and finally listens to the tape to select and organize the parts of his composition.

Widvey (1971) reported that writing ability was improved through the use of a problem-solving process (see Cooper, 1974), while Odell (1970) found evidence that the use of prewriting procedures had a positive effect on the writing of college freshmen.

Studies by Rohman and Wlecki (1964), McColly and Remstad (1963), and Sanders and Littlefield (1975), while employing different instructional methods, all shared the goal of helping students generate, develop, and organize their ideas during the prewriting or writing period. The writing of students so instructed was then compared with that of uninstructed or conventionally instructed students and, in each case, the students in the experimental group were found to produce superior writing, suggesting that instructional guidelines enabled them to become more effective writers.

Implications for Teaching

The traditional emphasis on the study of verbal models as a means of learning to write may not be as effective as the close examination and consideration of experience from a variety of perspectives prior to formal writing. Talking and then writing about sensory perceptions should be an important part of a writing program aimed at developing such skills as specificity and organization.

Other prewriting experiences, such as problem solving activities and activities designed to help students generate and organize their ideas, represent an important stage in the composing process. The teaching of writing should not be limited to giving an assignment and grading the outcome; students need to be guided through a process (see research on teacher evaluation and revision).

Research Sources:

G. Hillocks, Jr. "The Effects of Observational Activities on Student Writing," Research in the Teaching of English, February 1979, 13, 23-35.

Charles R. Cooper, "Research Roundup: Oral and Written Composition," English Journal, LXIII (September, 1974), p. 102, 104.

Lee Odell, "Measuring the Effect of Illustration in Pre-Writing," Research in the Teaching of English, VIII (Summer, 1974), p. 240.

D. Rohman & A. Wlecki, Pre-writing: The Construction and Application of Models for Concept Formation in Writing (East Lansing, Michigan: Michigan State University, 1964).

W. McColly and R. Remstad, Comparative Effectiveness of Composition Skills Learning Activities in the Secondary Schools (Madison, Wisconsin: University of Wisconsin, 1963).

S. Sanders and J. Littlefield, "Perhaps Test Essays Can Reflect Significant Improvement in Freshman Composition, Report on a Successful Attempt," Research in the Teaching of English, IX (Fall, 1975), pp. 145-163.

FREQUENCY OF WRITING

More writing does not necessarily mean better writing.

Research Findings

In an experiment to determine whether writing teaches writing, Heys (1962) found that students who were given additional reading and less writing made greater gains on one of the measures of writing improvement than did the group that wrote frequently. He concluded that improvement in writing is not related to the frequency of writing.

Christiansen (1965) reported an experiment in which the experimental group wrote twenty-four themes and the control groups wrote only eight but also read some selections. Both groups showed improvement in their writing but with no significant differences. Christiansen concluded that frequent practice does not improve writing unless attention is directed toward other factors in the writing process.

McColly and Remstad (1963), in a study conducted at the junior and senior high level, concluded that the belief that more writing means better writing is untenable.

Implications for Teaching

The mere act of assigning writing on a regular basis will not make a significant difference in students' writing skills. The teaching of writing should include regular instruction in using language effectively. The teacher's role must be more than simply an assignment giver and a paper marker.

Research Sources:

Frank Heys, "The Theme-a-Week Assumption: A Report of an Experiment," English Journal, LI (May, 1962) p. 320.

Mark Christiansen, "Tripling Writing and Omitting Readings in Freshman English: An Experiment, "College Composition and Communication, XVI (May,1965), pp. 123-124.

William McColly and Robert Remstad, Comparative Effectiveness of Composition Skills Learning Activities in the Secondary Schools, United States Office of Education Cooperative Research Project No. 1528 (Madison, Wisconsin: University of Wisconsin, 1963).

BASING INSTRUCTION IN WRITING ON WRITING ITSELF

Do not separate writing from instruction in how to write.

Research Findings

In comparing methods of teaching sentence structure, Krous (1957) demonstrated that basing such teaching on the actual writing done in the classroom can be more effective in promoting growth than long periods devoted to the textbook study of principles of sentence structure and their illustrations in workbook exercises.

Implications for Teaching

To a great extent the materials for improving sentence structure should be derived from student writing. Writing and sentence structure should be taught concomitantly.

Research Source:

Silvy Krous, "A Comparison of Three Methods of Teaching Sentence Structure," English Journal (May 1957), pp.275-81.

RESEARCH ON...

THE RELATIONSHIP BETWEEN WRITING AND GRAMMAR:

PART I: THE EFFECTS OF STUDYING FORMAL GRAMMAR

The study and use of formal grammatical analysis and terminology, whether traditional or transformational, appears to have little if any direct influence on language development and writing ability. (Remember, the point has to do with grammar, not usage. Teaching usage can influence language skills, provided the drill is oral and the student wants to change his or her usage).

Research Findings

A three year longitudinal study in New Zealand (Elley, et al, 1976) involved three carefully matched groups of students, one of which received no grammar instruction at all in a curriculum of reading, discussion, writing, and literature; the second of which received instruction in traditional grammar plus the same curriculum as the other two groups; and the third of which received instruction in transformational grammar plus the same curriculum as the other two groups. After intensive evaluation it was determined that neither the traditional nor the transformational grammar groups showed any benefits in writing that the non-grammar group did not show regardless of whether the measure was control of sentence structure, mechanics, content, or style.

Harris (1963) conducted a two year experiment comparing the effect of instruction in (a) writing including the study of formal grammar with (b) writing excluding the study of any grammar. He found that the classes that studied formal grammar, slightly superior in I.Q., made gains only on a grammar test and were clearly inferior to the non-grammar classes, who wrote, revised, and edited, on the effectiveness of their written composition.

Abrahamson's (1977) review of the research concludes that traditional grammar instruction does not help students improve their writing appreciably and may actually hinder the development of students as writers.

Bateman and Zidonis (1966), investigating the effects of the study of transformational grammar concepts on student writing, reported a significant increase in the number of well-formed sentences written by the experimental group: however, in view of the findings of Meade and Haynes (1971), which show that a great many students have difficulty learning the principles of transformational grammar, the effectiveness of this type of grammatical study as an aid in writing seems doubtful.

Implications for Teaching

More time should be devoted to the teaching of writing and less to the teaching of formal grammatical analysis and terminology. While some terminology and analysis may be helpful to some students as a short-cut to discussing sentence structure and stylistic problems, for the most part it does not improve language skills. Moreover, the study of grammar may have a negative effect on the improvement of writing if it displaces instruction and practice in actual composing.

Research Sources:

W.B. Elley, et al., "The Role of Grammar in a Secondary School English Curriculum," Research in the Teaching of English. X (Spring, 1976).

Roland J. Harris, "An Experimental Inquiry into the Functions and Value of Formal Grammar in the Teaching of English, with Special Reference to the Teaching of Correct Written English to Children Ages Twelve to Fourteen," in Research in Written Composition by Braddock, Lloyd-Jones and Schoer (National Council of Teachers of English, 1963), pp. 70-83.

R.F. Abrahamson, The Effects of Formal Grammar Instruction vs. the Effects of Sentence Combining Instruction on Student Writing: A Collection of Evaluative Abstracts of Pertinent Research Documents, 1977, ED 145 450.

Donald R. Bateman and Frank J. Zidonis, The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders, NCTE Research Report No. 6 (Urbana, Illinois: National Council of Teachers of English, 1966).

Richard A Meade and Elizabeth F. Haynes, "The Extent of Learning of Transformational Grammar in One School System," Research in the Teaching of English, IX (Fall, 1975), pp.188-191.

THE RELATIONSHIP BETWEEN WRITING AND GRAMMAR:

PART II: THE EFFECTS OF SENTENCE COMBINING ACTIVITIES

Practice in applying to one's own writing such sentence changing operations from transformational grammar as those used in sentence combining may directly influence one's ability to write effective sentences.

Research Findings

Mellon (1969) found that there was a significant increase in the syntactic fluency of a group of students who were given sentence combining exercises on a regular basis. Mellon included grammatical terminology in the study.

O'Hare (1973) conducted a study that was similar to Mellon's except that the students in O'Hare's study had no instruction in transformational grammar per se. Seventh graders, exposed to grammar-free written and oral sentence combining, wrote at a level beyond typical eighth graders and in many respects similar to twelfth graders, particularly with respect to clause length and overall quality. The increase in syntactic fluency was even greater than the growth rate found in the Mellon study.

Combs (1976), replicating O'Hare's study, found a growth rate in syntactic fluency for the experimental group that was greater than the gains in Mellon's study but less than the gaines in O'Hare's study. After a delayed post-test of several weeks, there remained significant differences between Combs' experimental and control groups.

Implications for Teaching

Writing programs should contain an enlarged language development component in which sentence building exercises play an important role, particularly sentence combining. Students should use these syntactic manipulation skills at both the prewriting and revision stages of the writing process. Knowledge of formal grammar is not a prerequisite for engaging in sentence manipulation activities.

Research Sources:

John C. Mellon, Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition, NCTE Research Report No. 10 (Urbana, Illinois: National Council of Teachers of English, 1969).

Frank O'Hare, Sentence-Combining: Improving Student Writing Without Formal Grammar Instruction (Urbana, Illinois: National Council of Teachers of English, 1973).

Warren E. Combs, "Further Effects of Sentence-Combining Practice on Writing Ability," Research in the Teaching of English, X (Fall, 1976), p. 147.

EVALUATION OF WRITING:

PART I: FORMATIVE: IN-PROCESS TEACHER AND PEER EVALUATION

Evaluation should be an on-going process that is not limited to the final draft, that leads to some revision, and that does not depend entirely on the teacher.

Research Findings

Beach (1979) found that students who were provided between-draft teacher evaluation showed a greater degree of change, higher fluency, and greater differences in support on final drafts than students using guided self-evaluation forms and students receiving no evaluation.

Revision is one variable that has consistently produced significant differences between experimental and control groups. Maize (1952) used in-class teacher and peer evaluation; McColly and Remstad (1963) used teacher and peer evaluation; and Buxton (1958) relied on intensive teacher evaluation: all three studies suggest that the revision process itself, which gives students an opportunity to make immediate application of suggestions for improvement, is critical in improving student writing. Those researchers who measured the effects of peer evaluation found that it may equal or even exceed the improvement that occurs when the teacher is the evaluator and that it can relieve teachers of countless hours of paper grading.

Dudenhefer (1975) found a significant decrease in the frequency of errors within an experimental group that was permitted to revise papers after they were marked but before they were graded. He concluded that the writing abilities of the students in this group increased significantly over those in the control group.

Implications for Teaching

The direct teaching of writing should not be limited to pre-and post-writing activities. By providing evaluation during the composing process, teachers guide students and students guide one another in learning how to improve their writing as they write. Evaluation followed immediately by revision is an important sequence in the teaching of writing. Marking papers and not having them revised is often very ineffectual.

Research Sources:

R. Beach, "The Effects of Between -Draft Teacher Evaluation Versus Student Self-Evaluation on High School Students' Revising of Rough Drafts" Research in the Teaching of English, May 1979, 13, pp. 111-19.

R. Maize, A Study of Two Methods of Teaching English Composition to Retarded College Freshman, Unpublished doctoral dissertation (Purdue University, 1952).

W. McColly and Remstad, Comparative Effectiveness of Composition Skills Learning Activities in the Secondary School (Madison, Wisconsin: University of Wisconsin, 1963).

E. Buxton, An Experiment to Test the Effects of Writing Frequency and Guided Practice Upon Students' Writing Skills in Written Expression, Unpublished doctoral dissertation (Stanford University, 1958).

J. P. Dudenhefer, A Quasi-Experimental Study of Composition Revision for Developmental Students in a Technical Institute, 1975, ED 163 479.

EVALUATION OF WRITING:

PART II: SUMMATIVE: TYPES AND EXTENT OF TEACHER GRADING AND MARKING

Extensive teacher error correction and comment does not, by itself, lead to writing improvement. Holistic or "general impression" marking can be highly reliable and can help to counterbalance teachers' tendencies to give more weight to mechanics and usage than to content and organization.

Research Findings

Clark (1968) found that extensive written comments are no more effective than direct instruction with no comments. Gee (1970) found that only positive comments seemed to have a positive effect on later writing, with students who received such comments writing more mature sentences than students who received either no comments or only negative comments. Clarke (1969) obtained results that demonstrated that the number of comments made on student papers was not significant in improving writing, while Adams (1971) discovered that while students preferred longer comments that agreed with their ideas, there were no significant differences between this approach that avoided marking mechanical and structural problems and one including just brief comments directly related to errors.

Harris' (1977) research demonstrated that teachers tend to rank a paper lower if it is deficient in mechanics and usage although strong in content and organization than they do if the opposite is the case.

Follman and Anderson (1967) concluded that when raters from similar backgrounds are trained in reading papers quickly for a general impression of their worth (holistic scoring), they achieve a very high degree of reliability on their summed scores from multiple pieces of a student's writing. Myers, et al (1966) demonstrated that reading reliability can be maintained even when reading 80,000 essays holistically.

Implications for Teaching

Intensive commenting and correcting of errors is futile. A few positive comments may be helpful. Avoiding the danger of giving undue emphasis to one or two subskills, such as mechanics and usage, the holistic scoring of papers can be highly reliable, unlike most teacher grading procedures. Teachers can train themselves to consider how all aspects of writing ability interact with one another.

Research Sources:

William G. Clark, An Evaluation of Two Techniques of Teaching Freshman Composition. Final Report (Colorado Springs, Colorado: Air Force Academy, 1968)

T.C. Gee, The Effects of Written Comment on Expository Composition, unpublished doctoral dissertation (North Texas State University, 1970)

Grace A. Clarke, Interpreting the Penciled Scrawl: A Problem in Teacher Theme Evaluation, (ED 039 241, 1969).

Vernon A Adams, A Study of the Effects of Two Methods of Teaching Composition to Twelfth Graders, Unpublished doctoral dissertation (Urbana-Chamipagn, Ill.: University of Illinois, 1971).

Winnifred Harris, "Teacher Response to Student Writing: A Study of the Response Patterns of High School English Teachers to Determine the Basis for Teacher Judgrent of Student Writing," Research in the Teaching of English, Vol. 11, No. 2 (Fall 1977), pp. 175-185.

John C. Follman and James A. Anderson, " An Investigation of the Reliability of Five Procedures for Grading English Themes," Research in the Teaching of English, Vol 1 (1967), pp.190-200.

Albert E. Myers, William E. Coffman and Carolyn B. McConville, "Simplex Structure in the Grading of Essay Tests," Educational and Psychological Measurement, 1966.

EVALUATION OF WRITING:

PART III: STANDARDIZED AND OBJECTIVE TESTS

Beware of tests of written expression that do not require a sample of actual student writing. Although there may be high correlations between some objective standardized tests and ratings of student essays, only the latter enables the evaluator to assess all dimensions of writing ability.

Research Findings

McCaig (1977) found such a low correlation between student scores on the subtests of the Iowa Tests of Basic Skills and the very reliable holistic ratings given to writing done by the same students that he concluded that none of the subtests measures or predicts actual performance in writing. The explanation for the low correlation is probably that the standardized tests measured performance in only one aspect of written expression in each subtest, while trained evaluators of actual student writing considered all aspects of written expression when they rated the student papers. The four subtests were designed to measure mechanics and usage.

Huddleston (1954) compared the validities of the verbal sections of the Scholastic Aptitude Test (SAT) and of an objective editing test with those for essay ratings based on two paragraphs composed by the students. The criteria were English grades and systematic ratings of writing ability made by teachers who knew the students well. The correlations were very high.

Godshalk, et al (1966) of the Educational Testing Service, found that there was a high correlation between ratings given by trained readers to a sizable sample of student essays and the scores obtained by the same students on the English Composition Test, which consisted entirely of objective type questions.

Implications for Teaching

Do not rely upon standardized tests to give a complete and accurate profile of writing ability. Even in cases where high correlations exist between such tests and ratings given to actual student writing, the former may reveal very little about the strengths and weaknesses of the latter. More often than not objective tests measure a student's editing skill, not the skill of finding an idea and developing it; therefore, they tell us about just one stage of the composing process. Objective writing tests may be used as predictors of general writing ability, however, if they are found to correlate highly with ratings of student writing provided by trained raters.

Research Sources:

Roger McCaig, "What Your Director of Instruction Needs To Know About Standardized English Tests," Language Arts, Vol.54, No.5 (May 1977), pp. 491-495.

Edith M. Huddleston, "Measurement of Writing Ability at the College Level: Objective vs. Subjective Testing Techniques," Journal of Experimental Education, Vol. XXII, No. 3 (March 1954), pp. 165-213.

Fred Godshalk, Frances Swineford, and William Coffman. The Measurement of Writing Ability (New York: College Entrance Examination Board, 1966).

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An approach to the teaching of writing based on the ways in which the mind makes meaning. Includes many classroom assignments and exercises.

Britton, James N., et al. The Development of Writing Abilities, 11-18. London: Maxmillan, 1975.

Report on a British "writing across the curriculum" development project. Theory and practice regarding the writing process as it applies to all forms of school writing.

Cooper, Charles R. and Lee Odell, eds. Research on Composing. Urbana, Illinois: National Council of Teachers of English, 1978.

Recent research on all aspects of the composing process.

_____. Evaluating Writing: Describing, Measuring, Judging. Urbana, Illinois: National Council of Teachers of English, 1977.

A comprehensive treatment of holistic and primary trait evaluation. Articles on types of evaluation that are based on word choice, syntactic structures, intellectual processes, and peer response.

Daiker, Donald A., et al, eds. Sentence Combining and the Teaching of Writing. Akron: University of Akron, 1979.

Comprehensive look at the research in this field.

Diederich, Paul B. Measuring Growth in English. Urbana, Illinois: National Council of Teachers of English, 1974.

Argues for regular holistic assessment and explains how to do it. Includes chapters on establishing the statistical reliability of holistic assessment.

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.

An "organic" approach to writing that views the writing process as the "growing" and "cooking" of ideas and the writing class as a sharing workshop.

Geuder, Patricia A., et al, eds. They Really Taught Us How to Write, Urbana, Illinois: National Council of Teachers of English, 1974.

Articles by teachers who were recommended by high school seniors with outstanding writing ability. Many specific suggestions.

Hailey, Jack. Teaching Writing K - 8. Berkeley: University of California, 1978.

How to evaluate holistically, including sample papers; how to teach the writing process; what the "masters" and the research have to say to classroom teachers.

Koch, Carl and James M. Brazil. Strategies for Teaching the Composing Process. Urbana, Illinois: National Council of Teachers of English, 1978.

Specific lessons and procedures for getting students to feel comfortable about writing and for developing pre-writing, drafting, and postwriting skills.

Los Angeles County Superintendent of Schools, Division of Curriculum and Instruction Services. A Common Ground for Assessing Competence in Written Expression. Downey: California, 1978.

How to conduct a holistic assessment, including sample papers and scoring guides (rubrics).

Martin, Nancy, et al. Writing and Learning Across the Curriculum 11 - 16. Leicester, England: Schools Council Publications, 1976.

Report on the Schools Council Development Project on Writing Across the Curriculum in England. Many specific examples of writing as a mode of learning in relation to talking, reading, and thinking.

McCracken, Robert A. and Marlene J. Reading Is Only The Tiger's Tail. San Rafael, California: Leswing Press, 1972.

Ways of developing writing skills through a total language experience approach to the language arts in the elementary school.

Murray, Donald M. A Writer Teaches Writing: A Practical Method of Teaching Composition. Boston: Houghton Mifflin, 1968.

One teacher's approach to teaching the writing process. Emphasis placed on discovering and using specifics, rewriting, and a writing laboratory classroom.

Moffett, James. *Teaching the Universe of Discourse*. Boston: Houghton Mifflin, 1968.

A modern classic in language arts theory, the book presents an approach to the teaching of writing that is centered on kinds and orders of discourse.

______. *A Student-Centered Language Arts Curriculum, Grades K - 13: A Handbook for Teachers.* Boston: Houghton Mifflin, 1968.

Ways of implementing in the classroom the theory developed in *Teaching the Universe of Discourse*. Writing in various modes of discourse at all grade levels.

Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.

A teacher of students enrolled in basic writing courses at the City College of New York presents techniques for dealing with the special problems of these students. Applicable to the secondary level.

Weaver, Constance. *Grammar for Teachers: Perspectives and Definitions*. Urbana, Illinois: National Council of Teachers of English, 1979.

A presentation of a modern grammar of English, preceded by a discussion of how an understanding of grammar can aid the teaching of reading and writing.